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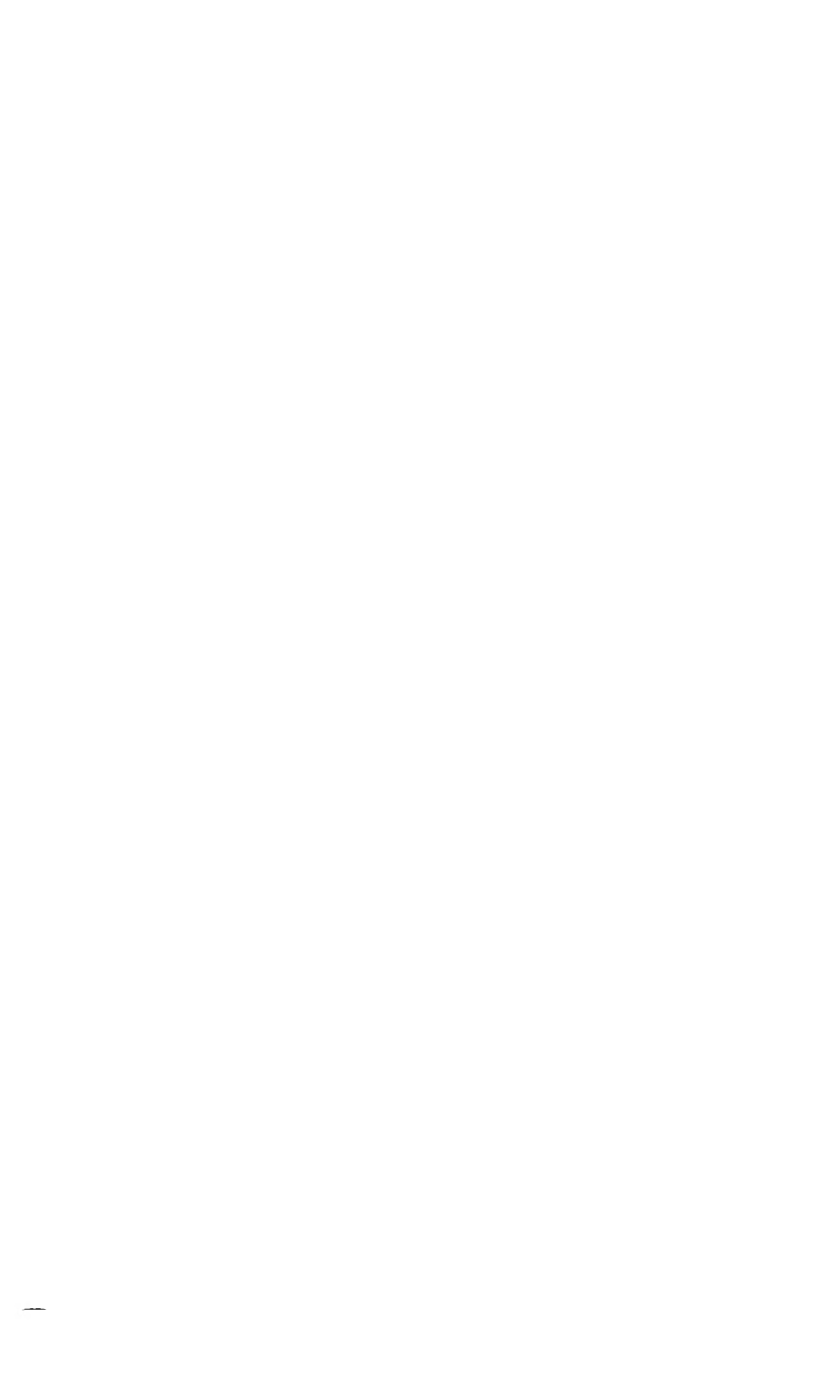
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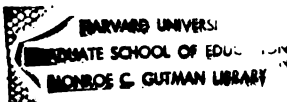


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Volume XI.

FEBRUARY.

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Number 2.

THE

Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

RICHARD EDWARDS, EDITOR, *Normal*.

S. H. WHITE, MATHEMATICAL EDITOR, *Chicago*.

Peoria, Illinois:

PUBLISHED MONTHLY, BY N. C. NASON.

1865.

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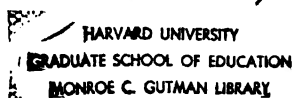
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1865, Dec. 27.



ILLINOIS TEACHER.

VOLUME XI.

FEBRUARY, 1865.

NUMBER 2.

ILLINOIS STATE TEACHERS' ASSOCIATION.

ELEVENTH ANNUAL MEETING.

MONMOUTH, TUESDAY, DEC. 27—10 O'CLOCK A.M.

THE Association met in the Chapel of Monmouth College, and, in the absence of the President, was called to order by the 1st Vice-President, Mr. George Howland, of Chicago.

Prayer was offered by Rev. Dr. Young, of Monmouth.

Rev. R. C. Mathews, of Monmouth, welcomed the members of the Association in an appropriate address. Rev. Dr. Young presented a similar welcome on the part of Monmouth College. To these addresses a brief response was made by the acting President.

On motion, Mr. W. W. Davis, of Dixon, was appointed Recording Secretary.

A committee of three was appointed to report upon the subject of *Object Teaching* at the next meeting of the Association. Adjourned until 2 o'clock P.M.

2 O'CLOCK P.M.

The Association resumed business—Vice-President Howland in the chair.

An Auditing Committee was appointed, consisting of Messrs. Woodard, of Chicago; Royce, of Joliet; and Shattuck, of Springfield.

Interesting exercises in Free Gymnastics were introduced by Prof. Powers, of Chicago.

Mr. F. Hanford, of Lockport, then read an essay: subject, *The Responsibilities of Citizenship*.

Prof. Blackman, of Chicago, conducted an exercise in Music, concluding the same with a song, *The Battle-Cry of Freedom*.

Prof. Booth, of Chicago, opened a discussion upon the subject of *Elocution*, followed by Messrs. Pickard, White, and Woodard, of Chicago, and Royce and Clifford, of Joliet.

7 O'CLOCK P.M.

The session opened by singing *America*, under the leadership of Prof. Blackman.

Mr. Shattuck, of Springfield, favored the Association by an essay upon the subject *Heart Culture*.

Mr. White, of Chicago, read an essay on the subject *Thought Culture*.

In the absence of Prof. Standish, the lecturer for the evening, Mr. George Howland, Principal of the Chicago High School, read a very interesting address: subject, *Horace and his Times*. It was listened to with marked attention.

The session closed with a brief exercise in Gymnastics, by Prof. Powers, of Chicago.

WEDNESDAY, DEC. 28 — 9 A.M.

The Association resumed its business,—the President, Prof. Richard Edwards, of Bloomington, in the chair.

Singing was conducted by Prof. Fargo, of the Northwestern Musical Academy, and Prayer offered by Rev. Mr. Springer, of Monmouth.

On motion, the delivery of the President's Address was deferred until a later hour.

A Committee on Resolutions was appointed by the Chair, consisting of Messrs. Eberhart, of Chicago; Stetson, of Bloomington; and Burlingham, of Geneseo.

On motion of Mr. Eberhart, ten delegates were appointed to attend the next meeting of the National Association. They are as follows: Messrs. Standish, of Galesburg; Pickard and Eberhart, of Chicago; Low and Shattuck, of Springfield; Metcalf, of Bloomington; Hutchinson, of Monmouth; Harris, of Peoria; and Andrews, of Belvidere.

On motion of Mr. Shattuck, a Committee on Nomination of Officers was appointed, consisting of one from each Congressional District. The following were appointed: Messrs. Howland, 1st District; Jones, 2d; Andrews, 3d; Beard, 4th; Etter, 5th; Clifford, 6th; Gastman, 7th; Low, 8th; Hobbs, 9th; Nash, 10th; (11th, 12th and 13th not represented); at large, Mr. Knapp, of Galeburg.

The following resolution was introduced by Mr. Eberhart, and unanimously adopted:

Resolved, That hereafter a vote of censure rest upon every member of this Association who permits his name to be placed upon the Programme of Exercises and fails to be present at the proper time to fulfill his appointment, unless unavoidably detained and notice of the fact shall have been given.

A letter from Prof. J. B. Turner, of Jacksonville, was read by the Secretary and referred to a committee of three, consisting of Prof. Standish, of Galesburg; Gastman, of Decatur; and Eberhart, of Chicago.

The following resolution was adopted, on motion of Mr. Pickard, of Chicago:

Resolved, That a committee of three be appointed to recommend to the Association such action as it may be advisable to take with reference to our school interests.

The following gentlemen were appointed upon the committee: Messrs. Pickard, Batchelder (of Carthage), and Hewitt, of Bloomington.

The following resolution, offered by Mr. Shattuck, of Springfield, was adopted:

Resolved, That this Association ask the Legislature to empower the Superintendent of Public Instruction to send a copy of the *Illinois Teacher* to each Township Treasurer in the state, and to pay for the same from the School Fund of the state.

An exercise in *Elocution* was conducted by Prof. Booth, and the method of instruction illustrated upon a class selected from the Association.

The subject of *Penmanship* was presented by W. M. Scribner, of Chicago.

After a recess, a discussion upon the question *To what extent should the language of the text-book be adhered to?* was participated in by Messrs. Roberts, Truesdel, Phinney, Jones, Pickard, and Bateman.

President Edwards was added to the Committee to attend the National Teachers' Association.

2 O'CLOCK P.M.

After singing by a select choir under the direction of Prof. Fargo, the same gentleman delivered an interesting and instructive address on the subject of *Vocal Culture*, concluding with the artistic presentation of the touching song *Pass under the Rod*.

President Edwards then delivered his address upon the subject *What shall we do next?* which was received with marked demonstrations of approval.

In accordance with the vote of the Association, it will appear in full in an early number of the *Teacher*. The speaker recommended with great earnestness the frequent holding of State Institutes, in reference to which recommendation the following resolution was adopted :

Resolved, That the question of State Institutes be referred to the committee to whom was referred the question of the revision of the school law.

The President's Address was referred to a committee consisting of Messrs. Etter, of Galva ; Wentworth and Woodard, of Chicago.

7 O'CLOCK P.M.

The Association met in the United Presbyterian Church. After music conducted by Prof. Fargo, an essay was read by Mr. G. P. Beard, of Plano: subject, *The Recitation*.

Dr. John S. Hart, Principal of the New-Jersey Normal School, was then introduced as the lecturer for the evening. The topic selected was *Normal Schools*, and the ability with which it was handled was fully recognized by a large and appreciative audience. The distinctive features which should characterize a Seminary for Teachers were, one by one, presented with clearness and emphasis, while the consciousness of the eminent educational services of the venerable speaker, and his life-long devotion to the profession he so dignifies and adorns, lent additional power to his words.

After Music, the Association adjourned.

THURSDAY, DEC. 29—9 O'CLOCK A.M.

The session was opened with Prayer by Rev. Dr. Mathews, of Monmouth, and Singing.

The Report of the Committee on the Modification of the School Law was presented by the Chairman, Mr. Pickard. It contained the following recommendations for legislative action :

I. STATE SUPERINTENDENCY.

1. That the salary of the Superintendent of Public Instruction be \$1,500.
2. That the Superintendent be authorized to appoint an assistant, to be a state officer, and to receive a salary of \$1,500.
3. That a fund for travel and clerk-hire of the Superintendent be at least \$2,500.

II. STATE INSTITUTES.

1. That the Board of Education be the Trustees of the Institute Fund.

2. That an annual appropriation of \$5,000 be raised for institute purposes.
3. That the Board of Education appoint an agent to conduct institutes in connection with the State Superintendent.
4. That there be an Annual Convention of County Commissioners, to give counsel to the Superintendent and Institute Agent as to the times and places for holding institutes.
5. That local agencies be relied upon for assistance in institutes, but allowed in cases of necessity to employ help to a limited extent.
6. That some member of the Faculty of the Normal University aid at each institute within reach of the University, his traveling expenses to be paid.

III. TOWNSHIP SYSTEM OF SCHOOL GOVERNMENT.

The details to be perfected by the Superintendent and County Commissioners.

The following resolution was appended to the report:

Resolved, That the President of this Association, Mr. Edwards, be authorized to present to the Legislature its wishes as to needed modifications of our school laws.

The report and resolution were adopted.

Mr. Howland, from the Committee on Nominations, reported the following list of officers for 1865:

President—S. M. Etter, Galva.

Vice-Presidents—1st District, S. H. White, Chicago; 2d, W. A. Jones, Aurora; 3d, A. M. Gow, Rock Island; 4th, Rev. Dr. Mathews, Monmouth; 5th, J. H. Knapp, Galesburg; 6th, P. C. Royce, Joliet; 7th, E. A. Gastman, Decatur; 8th, E. L. Clark, Springfield; 9th, Jon Shastid, Perry; 10th, O. S. Cook, Bunker Hill; 11th, J. M. Pace, Mt. Vernon; 12th, J. A. Hamilton, Sparta; 13th, P. K. Roots, Tamaroa.

On motion of Mr. Pickard, the following resolution was adopted:

Resolved, That the interests of our Normal University demand such legislative appropriation as shall free it from all debts, and that this Association urgently request the Legislature to give this University their intelligent and liberal support.

Prof. Booth conducted a brief exercise in *Elocution*.

Prof. Powers presented somewhat at length his original and unique series of Free Gymnastics. A graduate of the institution of the celebrated Dio Lewis, he does not adhere slavishly to the system of his instructor. His arrangement of movements is readily understood, and with the assistance of his simple Manual may be introduced with success into any school.

On motion of Mr. Flower, of Springfield, the following gentlemen were unanimously elected Honorary Members of the Association:

John, S. Hart, LL.D., Trenton, N. J.; Rev. Mead Holmes, Rockford, Ill.; Mr. J. Piper, Eddyville, Iowa; Rev. R. B. Guild, Galva, Illinois.

Prof. Standish, Chairman of the Committee on Prof. Turner's Letter, reported the following:

Resolved, That the State Teachers' Association now in session at Monmouth see no good and sufficient reasons for changing their views in regard to the unity and integrity of the Illinois Industrial University Fund, as expressed in a resolution passed by this body at the last annual meeting, and that we now reaffirm the action at that time.

Adopted.

An interesting and instructive essay, upon the subject of *History in Schools*, by Prof. Hewitt, of the Normal University, was read by Prof. Stetson, of the same institution.

After a brief recess, the Association listened to the reports of various committees.

Mr. Woodard, Chairman of the Committee on the President's Address, presented the following resolutions:

Resolved, That this Association indorse to the fullest extent the views set forth in the address by President Edwards on the importance of Institutes to be held in all parts of the state, under the direction and control of the State Superintendent of Instruction; and we earnestly recommend the plan to the careful consideration of the Legislature about to assemble, as one which, if adopted and made a part of our school system, will give such an impulse to the cause of education as the times and condition of our country demand.

Resolved, That our State Superintendent be requested to take measures to secure such legislation as the necessities of the case demand.

On motion of Mr. Cox, of Monmouth, the Association requested that the addresses of Pres. Edwards, Prof. Hewitt, and Dr. Hart, be published in the *Illinois Teacher*.

Rev. Mead Holmes, of Rockford, Ill., Editor of the *Sunday-School Times*, presented the following preamble and resolution:

WHEREAS, Sunday-Schools manifestly promote habits of subordination and study; and

Whereas, Moral should always be connected with physical and intellectual culture; therefore,

Resolved, That as mutually engaged in the most responsible business of developing and training the minds of the rising generation, we recommend all the members of this Association to cultivate acquaintance and friendship with the Sunday-School teachers of this state, and, as far as practicable, to coöperate with them in their work.

Adopted.

Discussion ensued upon the place for holding the next meeting of the Association, but the subject was finally referred to the Executive Committee.

The Treasurer, Mr. C. H. Flower, of Springfield, presented his report for 1864 :

ILLINOIS STATE TEACHERS' ASSOCIATION		Cr.
By Balance from former Treasurer.....	\$126.05	
" Error.....	1.00	
	<hr/>	\$127.05
		Dr.
To Bills at Springfield paid per order of Committee.....	\$35.00	
" Balance on hand.....	92.05	
	<hr/>	\$127.05
C. H. FLOWER, Treasurer.		

2 O'CLOCK P.M.

At the opening of the session the President read a letter from Mr. I. H. Nutting, Principal of the Fulton Female Seminary, which, on motion, was referred to the Committee on Resolutions.

After Singing conducted by Prof. Fargo, the President, authorized by vote of the Association, cast the ballot for election of officers for the ensuing year, and those nominated by the Committee were declared unanimously elected.

The Committee on Resolutions reported through their Chairman, Mr. Eberhart, of Chicago, the following resolutions, which were unanimously adopted :

Resolved, That the hearty thanks of this Association are hereby tendered to the citizens of Monmouth and vicinity, for the generous hospitality with which the present session of the Association has been received and entertained; and that we especially acknowledge the obligations under which we have been placed by the kindness of the Trustees and Faculty of Monmouth College, who have freely granted the use of their building for the purposes of the Association; also, that much of the comfort of the present session of this body has resulted from the careful forethought and continued efforts of the various local committees appointed by the citizens of the place; and that we return our sincere thanks to Rev. Dr. Mathews, Chairman, and other members of the general and local committee, and to Prof. J. C. Hutchinson, Messrs. B. A. Cox, J. H. Wilson, N. A. Rankin, H. G. Harding, D. Babcock and — Richardson, the Reception Committee; also, that it is fitting to make honorable mention of the Chicago, Burlington and Quincy, Chicago, Alton and St. Louis, and the Northwestern Railroads, for having granted free return tickets to the members of this Association, and that we return our thanks for the same.

Resolved, That we express the obligations under which we have been placed by the President and officers of this Association, and the several gentlemen who have addressed it, for the very able and successful manner in which all its exercises have been conducted.

Resolved, That we reiterate our unswerving devotion to the Union, and heartily rejoice in the recent successes of Sherman, Thomas, Grant, and other Union Generals, which give promise of that honorable peace, speedily to result from the complete overthrow of the armies of the rebellion.

Resolved, That the members of this Association take just pride in the present prosperous condition of the State Normal University, under the supervision of its

present energetic and efficient President and Faculty; and that the interests of education in this state demand such legislative appropriations as shall free it from debt; and that this Association urgently request the Legislature to give it their intelligent and liberal support.

Resolved, That we rejoice to learn that President Edwards has been induced to take the Editorial charge of the *Illinois Teacher*, and that in this fact alone we have assurance that it will now, more than ever before, be such an educational journal as no teacher in the state can do without; also, that the past has given us sufficient evidence that the Mathematical Department, under the able and skillful management of Prof. S. H. White, will be second to the similar department of no other educational journal of the country.

Prof. J. V. N. Standish, of Lombard University, Galesburg, delivered an interesting lecture upon the subject *Railroads to Knowledge*. The speaker depicted, with much felicity of illustration, the *fast* tendencies of our age and nation, and deprecated the attempts to acquire by hasty and ill-considered methods that which can only be gained by patient, persevering and long-continued labor.

After a recess, the Association were favored by an address by Dr. John S. Hart, upon the *English Language*. The distinguished speaker prefaced his lecture by some remarks concerning the Association, very complimentary in their character. He assured the members that he had witnessed the manifestation of more talent, energy, and tact, while present during a part of the present session, than in any other educational association it had ever been his privilege to visit.

The lecturer proceeded to unfold, with great minuteness of detail, the gradual growth and development of our mother tongue, showing how from the rude Anglo-Saxon stock it had grown to its present majesty and beauty, and become the noblest existing vehicle of human thought.

To every lover of philology the lecture was a rich treasury of useful and interesting information.

Voted, unanimously, that the thanks of the Association be tendered to Dr. Hart for his able and instructive lecture.

The Association was declared adjourned.

THE SOCIABLE.

THURSDAY EVENING, DEC. 29.

The Association closed its session with a Sociable in the Chapel of Monmouth College.

The hall was densely crowded at an early hour with teachers and citizens of Monmouth. Mirth and jollity prevailed. 'Grim-visaged' school-masters 'smoothed their wrinkled front', and in the delight of social converse forgot the weariness of the school-room.

After an hour spent in friendly chat, Pres. Edwards assumed the chair and announced as the first exercise upon the Programme—*Science*. Whereupon Prof. Hutchinson, of Monmouth College, appeared behind a table filled with glasses (not of the festive or convivial kind!), and proceeded to give a brief but interesting lecture upon *Chemistry*, accompanied with experiments.

The President then summoned to the stand Mr. Eberhart, of Chicago, whom he (the President) then and there proceeded to address with great earnestness, making frequent references to a change of state recently undergone by the former, in a manner which proved sadly subversive of the gravity of the audience. He closed by presenting, on behalf of the numerous professional friends of Mr. E., a beautiful silver cake-basket and a dozen forks, as a token of their regard and esteem.

Mr. Eberhart made an appropriate reply.

Mr. W. W. Davis, of Dixon, the Toast-Master of the occasion, proceeded to the performance of his duty, calling up various gentlemen.

Profs. Fargo and Blackman, in response to toasts, favored the delighted audience with beautiful songs.

Pres. Edwards responded to a toast to the *Illinois Teacher*, with an earnest appeal to the teachers present for their coöperation and support, and pledging his best efforts to place the *Illinois Teacher* in the front rank of educational publications.

Mr. Howland, of Chicago, upon whom the mantle of another seems now to have fallen, was relentlessly dragged to the platform by the ruthless hand of inexorable Destiny, from the retiracy of an adjoining apartment, where he convulsed the audience with one of his inimitable speeches.

Superintendent Bateman responded with sound and patriotic words to a sentiment referring to his office.

Rev. Dr. Mathews made a very happy response to a toast in honor of Monmouth.

Pithy speeches were also made by Rev. Dr. Young and others.

The company dispersed at a late hour, well pleased with the exercises of the occasion.

The ample provision made by the citizens of Monmouth for the entertainment of all the members of the Association, and the interest universally manifested by attendance upon all its sessions, deserve especial mention. Monmouth has done herself honor by honoring the educators of the Commonwealth.

STATE ASSOCIATION.

W. W. D., in the *Dixon Republican and Telegraph*, thus hits off our late Teachers' Association at Monmouth:

"Well, the Eleventh State Teachers' Association is over, and we are all at work again. There is but one opinion about our Monmouth holiday, and that is, no happier meeting, in the way of education, ever occurred in the state. First among the glories of the occasion was the genial presence of Dr. John S. Hart, with his bright eye, noble forehead, and classic sentiment. Richard Edwards, of our Normal School, was there too, lighting up care-worn faces with the sunshine of his own enthusiasm. The Sociable on the last night was a scene of great frolic and witticism. Eberhart was made the butt of a silver joke as a reward for a successful advance into the *Union* army, while Howland gracefully received the mantle of single blessedness, as it fell from the shoulders of the gentleman from Cook.

"Our sessions were held in Monmouth College, a splendid structure, the Faculty of which deserve the highest praise for their untiring efforts to secure our comfort. And the warm-hearted people of Monmouth—but the language of compliment is too feeble to properly express our admiration. What pies and turkeys and fruit-cake and preserves! Shade of Sancho Panza, how we all did eat!"

HOW SHALL WE TEACH GEOGRAPHY?

WHILE great improvements have been made in modes of teaching many of the sciences, Geography has been comparatively neglected. It certainly can not be from any just sense of its relative importance that, while mathematics and the languages have been taught with the greatest thoroughness, teachers have been contented with the most superficial methods of teaching this subject.

Recently, however, the conviction is beginning to be felt that this noblest of sciences has been sadly unappreciated, and that, in stead of being a mere catalogue of facts to be committed to memory, it is capable of being made a means of growth to the mind, and of affording the highest exercise of all its powers.

But the question How, if this higher view of it be the correct

one, is this subject to be presented to the child? remains as yet unanswered.

It will probably not be questioned that the best possible method of study in any subject is that which, while it shall give the clearest and most perfect knowledge of the subject itself, shall, at the same time, furnish the best facilities for the complete and symmetrical development of the mind.

In order to determine such a method, it is necessary to inquire, First, what is the law of the mind's development? Second, what is the nature of the subject to be presented, and what is the general plan of treatment growing out of its nature, and therefore inviolable? Third, by what special methods can this general plan be adapted to the needs of the mind in the several stages of its development?

I. *The Development of the Mind.*—Writers upon its laws and operations declare that, though all the faculties of the mature mind exist from the beginning of its life in a greater or less degree of activity, they yet attain their full development at different periods. They come into activity not simultaneously, but successively, the full action of each subsequent class requiring the previous development and activity of the preceding; just as all the capacities of the plant for producing leaf, stem, flower, and fruit, exist in the germ, yet these do not all appear at once, because the higher can not be developed without the preëxistence of the lower as a basis.

The earliest to attain full activity are the perceptive faculties. These, through their agents, the senses, are extremely active in the young child, and constitute the only means by which the images of the external world can enter his mind and give rise to thought. Through their use he is able to obtain a clear conception of the general form and condition of every thing of which they can take cognizance.

In simultaneous action with these is the conceptive power, by means of which the mind grasps and retains the impressions it receives through the perceptive powers; and is able to recall them, and learns to express them. In a higher development the same faculty is able, by means of ideas and conceptions previously acquired, to create images of things of which the perceptive powers have not taken cognizance.

Next to become active is that analytic power of the understanding by means of which the general conception, which alone could be obtained in the preceding condition of the mind, is separated into its elements, and studied in detail; the knowledge acquired is considered

and arranged; and new ideas are derived apart from the exercise of perception, which are expressed in the form of abstract propositions.

Lastly is developed that action of the reasoning power by which the mind rises to high generalizations, attains the knowledge of general principles and laws, is able to ascertain the causes of phenomena observed, and from known causes to predict results.

We find, therefore, that though all the faculties of the mind act to a certain extent in conjunction, there are yet three successive stages, each characterized by the predominant activity of certain powers, and consequently by a peculiar character of mental operations. In the first, that of the predominance of the perceptive powers, the child is constantly occupied in acquiring knowledge of the external world by the use of these powers, and through the expression of the knowledge so acquired becoming acquainted with language and other conventional signs of ideas, and is therefore becoming able to receive ideas from other minds through the medium of language.

In the second stage, that of the analytical power of the understanding, the knowledge of others, having now become accessible to him, is added to the results of his own more minute investigation, and finally becomes itself the subject of thought, analysis, and classification.

In the third, that of the predominance of the reasoning power, the mind, having collected its materials, looks at them from a new point of view, and, from the study of them in their combinations, arrives at a knowledge of their relations and of the phenomena resulting therefrom, and of the laws which govern their existence and operations.

If, therefore, any method of study is to contribute to the mind's development, it must furnish the appropriate degree of exercise for all these powers, in the order of their successive awakening; and we must distinguish, with Professor Guyot, three natural phases,—the perceptive, the analytic, and the synthetic,—through which the learner in Geography, as, indeed, in every branch of science, must pass before he can obtain a perfect knowledge of the subject of his study.

We may premise, then, as a general principle growing out of the laws of the mind and therefore governing the presentation of all subjects whatever, that the portion of the subject which addresses itself mainly to the powers of perception, and only gives the simplest possible exercise to the powers of the understanding or reasoning powers, is the only one proper to be presented to the very young pupil. This is the *perceptive* phase of his study. It must follow that if a subject present no opportunity for such a phase, it is not an appropriate one for the study of the very young.

Afterward is needed a more minute and detailed investigation, which will decidedly tax the earlier powers of the understanding, and which will give to the *analytic* phase its special character.

Lastly, the reasoning powers are mainly addressed; for the facts or phenomena with which the student deals must be viewed in their mutual relation and combined action. This is the *synthetic* phase.

Subjects which do not present material for all these phases can be profitably studied only in particular stages of the mind's growth, while those in which all are found furnish suitable food for it at every step of its onward progress.

II. *Nature of the subject.*—We come now to the second part of our problem, viz.: to determine the nature of the subject and the general plan of treatment growing out of that nature.

"Geography", in the language of Professor Guyot, "is the *Science of the Globe*, considered, not as a mere aggregation of unrelated parts, but as an *organized whole*, formed of members, each having an individual character and special functions, all mutually dependent and operating together, according to laws established by the Creator, to perform functions possible to no one alone."

If this be the case,—if the globe is to be considered as a magnificent mechanism, prepared by the Creator with a special form, and a special character and arrangement of parts or members, in order to produce a given result,—then the study of it is to be conducted on precisely the same general plan as that of any other individual organization of which we desire to ascertain the conformation, the laws of its operation, and its adaptedness to produce the result intended.

First is required a general view of the whole, in order to ascertain its figure, the parts or members of which it is composed,—their arrangement, not only absolutely in the whole, but relatively or in regard to each other,—their comparative size, and the general conformation of each.

Second.—Each of these individuals is to be made the subject of special, detailed study, in order to ascertain its particular organization,—the character, arrangement, and relation of its several portions,—the character of the whole individual resulting therefrom,—and finally the phenomena of life associated with it, whether vegetable, animal, or that of man considered both ethnologically and in the social capacity of states or nations.

Third.—Having ascertained the individual character of the several members, we look at them again in combination, in order to ascertain the influence which each by its peculiar character exerts upon

the others, thus to determine its function in the whole mechanism and to arrive at a knowledge of the laws which govern the organization of the latter. Then referring to the history of mankind, we trace the operation of those laws on his character and destiny, and ascertain the adaptedness of this wonderful mechanism to the end for which it was created, the education of the human race.

In the first we find the perceptive phase of the study, since, by the use of the globe, of *accurate physical maps*, and of good illustrations, it can be presented almost wholly to the perceptive faculties. The second is the analytic, and the third the synthetic phase.

What subject so rich in material for the growth of the mind! What other science furnishes appropriate food, alike to the sunny-haired droop of ten summers, and to the grave philosopher, whose head droops with the accumulated knowledge of 'three score years and ten'!

III. *Special methods*.—In considering this part of the question we shall confine our attention to the first, or perceptive phase, since, the right stand-point being taken and the right direction given to study, if the final end to be attained be kept in view, there can hardly be, in the subsequent investigation of the subject, any serious departure from the correct course.

It must be borne in mind that we have here to confine ourselves mainly to what the child can, with proper representations, discover for himself. So long as this idea is adhered to, we are in no danger of giving him what is beyond his comprehension. The only caution needed will be, not to go so much into detail as to diminish the prominence of the great characteristic features of the object studied. These must always be kept perfectly distinct.

Whatever appeals are made to the understanding must be exceedingly simple, the reasoning always being based on phenomena which the child has actually observed, and there must not be too many steps, or successive conclusions, between the premises and the final one.

We must be careful, also, to see that, whether in the study of the whole globe or the general view of the individual continents, due prominence is given to such of the points considered as are characteristic, and become, therefore, the cause of important conditions or phenomena to be afterward studied.

Keeping in mind the nature of the superstructure to be erected, we must so lay the foundation that each successive portion as it rises shall find its support already prepared; and when, at length, the great vault shall be spread, every pier, every pedestal, every column, and

every arch, shall be found in its proper position, bearing its appointed share of the weight, having its own appropriate decorations and receiving its just meed of honor.

We must first fix the child's attention on the form of the earth, and the distribution of the land-masses and oceans. In this the globe is the subject of examination, the child being told that, so far as our knowledge extends, it is an accurate representation of the earth. Henceforth it is to him as though he were examining the earth itself; and he proceeds to the pleasing task of interrogating it, until he has acquired whatever it is able to teach him of itself.

After having noticed and described its form, his attention is to be directed to the position of the lands, they being the fixed body around which the mobile portions arrange themselves. He is to notice the arrangement of the lands in two worlds, of unequal size, on opposite sides of the globe, the compact body of the Old World, and the elongated form of the New,—the massing of all the lands toward the North, and their divergence toward the South in three different bands,—and the consequent converse position and arrangement of the oceans. This is not to be merely a casual notice. The most careful attention is to be given to all these points, because on these forms and arrangements of the land-masses depend those great climatic phenomena which determine the conditions of life on the several continents, and which will, in subsequent study, demand his investigation. We thus furnish him the corner-stone for the temple he is beginning to rear. As these several facts are discovered by the pupil, he must invariably be required to state them clearly, in his own language, the teacher only correcting such grammatical errors as he may commit, or supplying such new terms as will enable him to express his idea in a more clear and concise manner.

He next proceeds to notice the breaking, by the sea, of the three bands in which the lands are dispersed toward the South, and the consequent formation of six great masses, which he is told are called continents;—the smaller bodies, here and there, called islands,—the parts of the continents nearly cut off from the main body, called peninsulas,—the three great divisions of the sea lying in basins among the continents, called oceans, etc.

This is to be continued until the pupil has discovered, and is able to describe, the different divisions of land and water which appear on the globe, and, wherever it was possible, has found their counterpart in nature. Thus, by the intelligent use of his own eyes, that part of Geography which is usually committed to memory from his text-book, often amid sobs and tears, and which is almost immediately forgotten

because, to him, unmeaning, has become an imperishable part of his mind; and the descriptions, in stead of being merely a burden to the memory, have been the means of enlarging his power of expressing ideas, and therefore of receiving them from others.

He is now ready to begin his study of the general conformation of the continents. In order to do this he needs the intelligent use of certain terms to express differences in the land-surface of the continents, and in the forms of their internal waters; as mountain-range, plateau, plain, river, lake, etc.

Ideas of these are to be obtained by him by an examination of the natural object, if within reach, or, if not accessible to him, good pictures of these several forms will suffice, and from them he will form his own definitions.

In entering upon the study of the continents it will be necessary to transfer the pupil from the globe to the *physical* map. He has but to be made acquainted with the conventional methods of representing the different varieties of land-surface, and internal waters, which he has been studying, and he is ready to conduct his own study of the continent just as he previously did that of the globe.

As many different points will now require notice, it is indispensable that we endeavor to ascertain the logical order in which to present them, that is, the order of their successive dependence. To do this let us select any single point, as that of climate, and inquire by what is it influenced, and what does it control.

The most general influence bearing upon the climate of a continent is the position of the latter on the globe, by which it is exposed to the more or less direct rays of the sun. Next is its contour,—determining the position in which the sea winds strike it,—and the position of the great lines of elevation, whether so as freely to admit these winds, or entirely to shut them out from the main body. The character of the surface also determines the form and distribution of the internal waters, and this in turn modifies the healthfulness of the climate in different portions. The study of these points then, properly, should precede that of the climate, in order that when it is taken up the child may not be obliged to remember the facts concerning it as mere isolated statements, but being led by simple association of the phenomena with their cause (the philosophic relation, in its full extent, can not, of course, be given him), he will have it stored in its proper niche, where it will always be found when demanded.

Again, on the soil and the climate depends the general character of the vegetation in different portions of the continent. On the vegetation depends the presence or absence of certain classes of animals

which subsist on vegetation. On the presence in different parts of the continent of such plants or animals as are necessary to his subsistence depends the existence of man, if in an uncivilized condition; and the differences in the surface, soil, climate, and the distribution of vegetation, animals, and minerals, in the different portions, will necessarily give rise to different industries, different social conditions, and different degrees of advancement in the civilized state; that is, to differences in regard to the possibility of the presence of great nationalities in different portions of the continent.

If evidence is needed in relation to the influence of physical conditions on the industrial pursuits and distribution of population, we have but to look at our own country. In the Northeast, the rough surface, the somewhat sterile soil, and the cold climate, make agriculture impracticable in the larger part of the country, while the abundant water-power and the rich stores of coal and iron make it the great workshop of the nation, and its fine harbors, capable of receiving and sheltering the ships of all nations, make it also our commercial depot, nearly all the manufacturing and the foreign commerce of the country being carried on by that little corner north of the Potomac.

Again, the level surface making cultivation easy, the fertile soil and the warm and moist climate producing a luxuriant vegetation, make the great plains of the interior and the South the nation's farm and garden, from which, were its resources fully developed, supplies might be drawn capable, one might almost say, of feeding the world, and, with the aid of the Northeast, of clothing it. In these two regions are gathered almost the entire population of the country.

The great plateau of the Rocky Mountains, on the contrary, doomed, in almost every part, by its saline soil and its want of moisture, to hopeless sterility, is incapable of supporting a population, and must have remained uninhabited but for the rich mineral treasures embosomed within it. Its population, however numerous it may become, must be mainly confined to the single occupation of mining, and will be dependent for daily bread upon the East, or the fertile valleys beyond the Sierra Nevada, which enjoy all the moisture that but for this great barrier would have been dispersed over the whole.

We find, therefore, growing out of the successive dependence, the following order of topics:

1. Position on the Globe.
2. Contour.
3. Surface.
4. Internal Waters.

5. Climate.
6. Vegetation.
7. Animals.
8. Races of People.
9. Distribution, industries, social organization, intellectual condition, and history of the civilized inhabitants.

The last, the distribution of man in the social capacity of states or nations, constitutes that department of the subject called Political Geography, the one which is usually first presented to the young, and, in fact, the only one presented to any extent.

This, it must be conceded, can not be *intelligently* studied until a knowledge has been acquired of the physical conformation, the soil, the climate, the resulting vegetable and associated animal life, which make the possibility of the presence of civilized states or nations in one part of the continent while they are absent from another. If the facts concerning their distribution be given the pupil before he has any idea of these physical conditions which govern it, he may remember them, it is true, but they will be of little worth to him, because he does not receive them intelligently, as the result of causes with which he is familiar, and the influence of which even he can discover if his attention be directed to them,—but they are to him simply isolated facts to be remembered, awakening no thought and stimulating no further study.

We have seen that this topic of political geography belongs properly to the analytical phase of the subject. It must, therefore, be very sparingly presented in the perceptive portion. Only the *most prominent facts*, and such as are most *obviously* and *unmistakably traceable* to the great physical characteristics of the continents, can be presented; and even these must be given only *after* the preceding topics are thoroughly known, so that the pupil can himself trace the relation of the former to them.

In this study of the continents accurate physical maps are *indispensable*, and, if possible, they should be entirely free from all lines or colors indicating arbitrary political divisions, as these can but mar the distinctness and break the unity of the all-important physical features.

The child must be able to see only the divisions and limits which nature made, if he is to gain a correct idea of her work.

The first topic the child has already considered, in his examination of the globe, and it need simply be recalled. In the next three topics, which constitute the main work of this grade, the same general course is pursued as in studying the globe. That is, the child is to dis-

cover, by the use of his own eyes, what exists, and give correct expression to the facts which he discovers.

One very important addition is, however, to be made. The pupil must invariably construct maps of the country he is studying. When upon the contour, his map will show only the outline; when upon the surface, the mountains and other elevations must be added in their place; and when upon the internal waters, these must appear. In all these exercises the closest accuracy must be required.

There are several reasons why this drawing should be insisted on. First, it aids, by the closer and more minute observation required than is necessary to a simple description, to fix the physical features in the memory. Second, it affords a variety of exercise by means of which the attention can without weariness be kept on these all-important points for a greater length of time. Third, it cultivates a power of representation which will be invaluable to the pupil in future study; and lastly, at no after period in his life can he so easily acquire facility in this representation as now, and be so easily interested in the many little details which are necessary to accuracy. He takes delight in examining the minute peculiarities of contour and relative position; and what the older pupil would neglect as unimportant and wearily stupid, the child of nine years considers worthy of the greatest attention and the most prolonged effort.

In studying the internal waters and the succeeding points the reason begins to be a little exercised in noticing the relations of the one to the other, and of all to the surface. Great care should be taken to present only the most simple and obvious of these relations, such as the pupil of ordinary capacity can not fail to comprehend. For instance, the child is thoroughly acquainted with the surface of North America. He knows of the great plateau in the western part of the United States, and of the high, unbroken wall of the Sierra Nevada, which borders it. He is told that the Pacific coast and valleys have a fine warm climate, while the upper part of this great wall is very cold. He sees by the rivers that on the side toward the sea there must be abundant rains, while the other side is almost destitute of water.

He has noticed many times in his mother's kitchen that vapor rises from water abundantly when it is warmed, and that when this vapor comes in contact with the cold window-pane it is at once changed into water. Now if he is told that winds are constantly blowing on this part of the continent from the warm Pacific, will he not, if that simple phenomenon be recalled to his attention, at once see that the moisture which these winds bring from the ocean will be taken from them when

they strike the cold Sierra Nevada, and will fall in abundant rains on the outer slope, while the inner receives little or none? Remembering, then, the position of the mountain wall, can he ever forget these peculiarities of climate? Again, he has learned by experience in his garden that plants require, in order to their growth, both warmth and moisture. Knowing these differences in climate, will he fail to remember the differences in vegetation which he himself will discover depend on that? He knows, also, that there are certain occupations, as agriculture and grazing, which depend on the growth of plants. He will therefore be prepared to find that the one part is eminently fitted for these occupations, and the other either not at all so or to a very limited extent. He thus gets his first insight, a very limited one, it is true, into the relations of the physical conformation of a region to its fitness to be the dwelling-place of man. We find, therefore, as before stated, the necessity that he should first be made thoroughly acquainted with these forms. If this is done, it will become impossible for him to forget the subsequent facts, which he sees to be so intimately dependent upon them.

We are aware that the ideas here advanced are diametrically opposed to the generally-received notions as to the proper presentation of this subject to the young, and that, if acted upon, they must produce an entire revolution in our methods of teaching Geography.

We trust it has been made evident to the reader that, if we are to proceed on philosophic principles, the old plan of giving the pupil long lists of names and collections of facts in regard to political geography as his first work in this subject must be set aside, and he must, in the outset, be introduced to the globe in its physical conformation and conditions.

Years of experience have convinced the writer that if the general plan here indicated be pursued we shall no longer hear the complaint, so often made by teachers, that the children do not learn their geography lessons; are not interested in them, and do not remember them.

The text-book so often disliked and neglected by the pupil will become (if properly arranged) but the summary of his own thoughts, a convenient memorandum of facts and relations, most of which he has himself discovered, to which he will always turn with interest and pleasure. The few details given in regard to such points as are beyond the range of his investigation will, as he finds them in their relation to such points as he could investigate confirming the justness of his own conclusions, be pursued with a never-wearying delight.

When the general course here indicated has been pursued in each

of the six continents, and a general view is had of the conformation of the oceans, the main work of the perceptive course is done. The child is now thoroughly prepared to enter upon the analytic course, in which he is no longer confined mainly to the study of general forms, but the detailed modifications of these forms are carefully considered, and a great store of facts acquired in regard to the life of the vegetation, animals, man and nations associated with them, and he is constantly employing his reasoning powers to trace the relation of these facts to the physical conditions with which they are associated.

American Educational Monthly.

THE RELATION OF EDUCATION TO GOVERNMENT.

AT no other time in our national history has the demand been so urgent that the patriot should be thoroughly furnished for every good word and work. Anxious hearts are eagerly asking "What is to be the result?" An appeal has been taken from moral to physical force. Muskets are proving more serviceable weapons than essays, in the great struggle for national unity, and even national existence. Our institutions, our homes, our hearths, are each and all imperiled. And what shall the end of these things be? Patriotic eyes are peering out into the future, striving to ascertain what it holds in reserve for us, and all our hearts are yearning for the light. And amid it all, amid the smoke and roar of the conflict, we can only labor and wait.

One principle or proposition that underlies every nation's well-being has arrested my attention, and I would like to give others the result, premising, however, that to most of you nothing new may be shown, only an old path retrodden. The proposition is this: "Whatever may be the primary idea in the government which any people have adopted, all the civil institutions which are also adopted by that nation should — nay, must — conform to that idea." The consequences of a disagreement between them are at once apparent. If between the primary and secondary institutions of the country there chances to be a manifest discordance, then internal conflict must ensue.

Compromises may put off the fatal day; but, so surely as God's laws are immutable, conflict must come. The irrevocable *must* may be delayed, but not defied. Laws will be made that conflict with each other. Sectional prejudices will arise and demagogues fan them into flames. The course of justice will be impeded, if not entirely arrested. Tran-

quillity will give place to discord. Brotherly, national feeling will be transmuted into sectional hate, and anarchy, with all its array of attendant evils, must ensue. I presume that many of you, in the course of your historical reading, have been struck by the constant recurrence of this fact. It has been recorded time and time again: every page of history is luminous with the truth that such and such a nation — Athens, Sparta, Genoa, Venice, Rome, Poland, France, and even proud old England — has been shaken to its very foundation, some of them entirely destroyed and blotted out from the list of nations, while others have escaped as by fire from the consequences of this discordance between the primary, fundamental principle of their organic government and the spirit in which their institutions and legislation were founded.

And in no respect is this proposition truer or more plainly to be discerned in its workings than in regard to the primary idea of a government and its system of education. Given, a purely democratic form of government where the masses rule, and you must have an educational system that conforms to it, both in spirit and in fact. The masses *must* be educated; there can be no 'may be' here. They must be, or, blinded by prejudices, enslaved by superstitions, and depraved by nameless vices, they become fit tools for demagogues; political suicides wasting their strength in sectional strife and party hate, like the fabled Bellerophon in the plain of Wandering, consuming themselves.

Athens in her earlier days was a pure democracy. The people met much as we do in our town-meetings, transacted their business in about the same manner, only more turbulently, than do we when discussing and passing ordinances concerning bridges, roads, cattle-roaming and pounds. Their system of education, however, provided schools only for the rich who were able to pay for an attendant (a pedagogue) for each pupil, while they paid but little attention to reading, writing, and spelling. The greatest possible attention was, however, paid to instruction in oratory, practical composition, music, and the principles of the fine arts. At the same time, it was provided by law that the boys of the poorer classes, and all girls except court-essans, should not attend these schools under any circumstances. And what were the results of such a system; a system admirably adapted to produce political demagogues, leaders of party factions, poets, sophists, and Aspasia's, but not to train *men*? You know them well. Every school-boy and girl can tell you of the downfall of her glory, of Aristides the Just, banished for his justice, and Socrates, poisoned on account of his superior talents and disposition to enlighten the people and free them from their faction-thriving and priest-ridden serfdom. Democracy gave way to aristocracy, and that to despotism.

Rome repeated the sad history, in the days of her republic. The idea that it was the duty of the state to educate all her children, of whatever class, seems never to have entered the minds of her law-makers, or if it did, it was banished as a chimera. The truth, however, seems to be, that a class here were determined from the start to be the ruling class, and so, in self-preservation, adopted a partial system of education. Education was left to run wild, and we read that the ability to read and write was a rare attainment, and this, with a very scanty knowledge of arithmetic, was all that was imparted; and even this small modicum, meagre as it was, was carefully preserved for the children of the wealthy and haughty patrician. The consequences are readily foreseen. The passions were left to run riot. Sensuality, debauchery and nameless vices ensued, to an extent almost incredible.

The system of clientage came in, followed by serfdom; for the poor were ignorant, and the wealthy, taking advantage of their own knowledge and the others' ignorance, forced them to give up privilege after privilege, right after right, and again did aristocracy displace democracy; in its turn, amid the scramble for place and power, to give way to the worst form of absolutism.

True, in the latter days of the Republic the course of study was enlarged; but the masses were still excluded from its benefits, and the remedy only aggravated the disease and hastened the catastrophe, giving more power to the oppressor and adding to the degradation of the oppressed and toiling millions.

The tracery could be followed still farther, and changes of domination, of dynasty, and even changes involving national existence, could be traced and foreseen by watching the educational systems of different nations.

It disproves nothing to say, as has often been said, that brutalized, uneducated, barbaric nations have often overcome cultivated ones. Looking but a little more closely into the matter, subjecting the nations named and their institutions to a more rigid examination, you will see at once that those so-called cultivated nations had, by centralized education, sunk themselves (and by this I mean the dominant classes) so deeply into sensuality and slothful indulgence of all kinds, and had so degraded the masses, that their nation, as a whole, was inferior to another nation without their arts and culture, whose equality of cultivation, rude though it may have been, gave a superiority of intellectual condition.

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ANALYSIS IN MENTAL ARITHMETIC.—Perhaps there is no branch of study in our schools in teaching which there is such a variety of theory and practice as is found in mental arithmetic. Some are in favor of a prolix formula for reaching every conclusion; while others are satisfied if the results are correct, not troubling themselves about the manner of reaching them, or whether there be any method at all. Some rigidly confine the pupil to a prescribed formula, while others allow and encourage him to present any method he may choose, resting satisfied if the reasoning be correct.

We do not propose to claim perfection for any particular method, but simply to present a few suggestions, which may excite thought in others and serve to correct some erroneous practices.

Educators generally agree that the chief merit of mental arithmetic as a study lies in the excellent mental discipline it secures to the student. The ability to solve a certain class of useful problems is an incidental advantage, while the real object is to secure a strength and discipline of mind which will enable the student to solve the problems, to lay and execute the plans, of a successful future. How can this discipline be gained? The reasoning powers come under the same general law with the other faculties, that strength is the result of exercise. For the mere purpose of acquiring strength, it is not necessary that the exercise should always be in a given direction. If a pupil presents a single correct solution, or one essentially so, and it is the result of his own effort, he has received more mental discipline and developed a greater power for independent thought than if he had fitted a dozen solutions to a given formula. There are various methods of reaching the same conclusion, all of them correct; and he who discovers his own way is more deserving than he who follows a way pointed out by another. Our suggestion on this point is that, so far as the size of the class and the time of the teacher will allow, pupils be encouraged to originality in their solutions, and that their way out of difficulty be only indicated by some question or slight suggestion, rather than fully opened before them. Do not help them where they can help themselves.

Shall an explanation be required, or is the simple announcement of

the result sufficient? In this world of ours, where there is a continual conflict of mind with mind, the ability to convince others, to prove the correctness of one's opinions, is of the greatest importance. For securing this ability, the plan of giving full solutions in mental arithmetic is admirably adapted. The fullness of the solution should be sufficient to convince of its correctness, and it should be clear and concise, free from any indefiniteness. But as soon as it is evident that the pupil is perfectly familiar with the method, nothing is to be gained by his farther repetition of it, and the giving of the result alone will be sufficient. Such practice will save time and cultivate rapidity.

Do all examples admit of demonstration? Are there not some that require simply an answer? Upon this point there is variety of practice if not of opinion. Some processes in arithmetic are taught by illustration, while others call for a process of reasoning. Instruction in the simple rules would be an instance of the former, while their application to different principles would come under the latter. It is customary to say 8 and 4 are 12; 6 from 12 leaves 6; 4 times 5 are 20; simply giving results in each case. We see no reason against going a little further, and saying 4 is contained in 24 six times. But we have heard some able teachers require their pupils to say "24 is as many times 4 as 4 is contained times in 24: 4 is contained in 24 6 times; therefore 24 is 6 times 4." Of a similar nature would be the following answer of a boy to a question asking his age: "My age is equal to the time which has elapsed since my birth to the present time, which is 12 years and 6 months; therefore I am 12 years and 6 months old."

In questions in division where the quotient is a mixed number, care should be taken that the fraction be not separated from the whole number: as, 27 is $3\frac{3}{4}$ times 8, and not 27 is 3 times 8 and $\frac{3}{4}$ of 8.

Looseness of expression is some times tolerated, as in the following solution: If one apple cost 5 cents, 7 would cost 7 times 5, or 35; therefore, etc.,—omitting one or both of the concrete terms in the second step of the process.

A transposition of terms is frequently heard: as, If 1 horse eats 5 bushels of oats, 7 horses would eat 5 times 7 bushels, or 35 bushels.

QUESTION 88, IN JUNE (1864) NUMBER.—I object to the solution given by O. S. W. in August (p. 299) to his own problem. It is based upon the properties of certain 'magic squares' there given, and upon the arrangement of numbers in them and in others supposed to be like them. But I suspect that O. S. W. was not aware that the squares he makes are not the only magic-square arrangements of the same num-

bers, and are not even perfect magic squares. I give his square of 25 numbers, marked 'A', and beside it I place two others of the same numbers, but of entirely different arrangements.

A				
17	24	1	8	15
23	5	7	14	16
4	6	13	20	22
10	12	19	21	3
11	18	25	2	9

B				
3	15	7	24	16
22	19	1	13	10
11	8	25	17	4
20	2	14	6	23
9	21	18	5	12

C				
23	11	20	4	7
5	9	22	13	16
12	18	1	10	24
6	25	14	17	3
19	2	8	21	15

In arranging B, I determined at the outset that the last number of the series, 25, should stand in the centre: in C I chose to put 1, or the first of the series, there: in each I took no pains to determine in advance the place of any other number. And I could arrange the numbers from 1 to 9801 (99^2) in magic squares, letting O. S. W. place 1 in any or all of the squares in succession: then he might place 2 in any or all in succession; and so he might go on till the end of next year; and yet no two of the squares that I should make should be alike, or convertible into another by transposition of columns or lines.

Notice, too, that in B or C all the diagonals that can be made afford the same sum (65) as is given by the main ones. Thus in B you may begin at 18 and proceed diagonally to the left, returning when necessary to the other edge of the square, so as to get these numbers in succession: $18+2+11+10+24=65$: or begin with 18 and go diagonally to the right in like manner: $18+6+4+22+15=65$. But in square A this law will not hold in these broken diagonals to the right, though it will going to the left. None of the magic squares in which the numbers follow in any diagonal in natural order can be a perfect magic square.

Now though B and C fulfill the conditions of the problem as completely as does A, it is not possible to base the solution given in August upon B or C: hence it is founded upon the properties of a particular arrangement of the numbers, and not upon all possible arrangements answering the conditions. The solution should rest on unfailing laws of numbers.

The question is this: "If I arrange the numbers from 1 to 9801 (99^2) inclusive in a square diagram in such a way that the sum of the figures [it should be *numbers*] in the different rows, vertical, horizontal, or either of the diagonal rows, shall be equal, what is the sum?" Now as there must be 99 columns and 99 rows to make the square diagram required, the sum of each column or row must be $\frac{1}{99}$ of the

sum of the whole series. We must therefore get the law of summation of the series. In the natural series (1, 2, 3, and so on) let us take a few instances: $1+2+3+4+5=15$; $1+2+3+4+5+6+7=28$; $1+2+3+4+5+6+7+8+9=45$. It will be seen that when we take an odd number of terms the sum is equal to the number of terms multiplied by the middle term: and the middle term is always half the sum of the first and last terms: $28=7\times 4$, and $4=(7+1)\div 2$. So in the case proposed, the sum of the whole series is $\frac{1+9901}{2}\times 99$, as 99 is the number of terms. But, as said above, $\frac{1}{99}$ of this sum will be the sum of any column or row; therefore $\frac{1+9901}{2}\times 99$ will be found the sum of any column or row, viz., 485199. This solution is based on the nature of series, and not upon any accidental arrangement of numbers.

ULYSSES.

PROBLEM.—4. A given cylindrical vessel filled with water is placed with its base upon a plane. It is required to find the angle of inclination to which the plane must be raised before the vessel will fall, the water being at liberty to overflow its top. The base is supposed to be fixed so as to prevent it from sliding, but not from tipping when the plane is inclined.

M. J.

EDITOR'S TABLE.

EDITOR'S CHAIR.

LATE SESSION OF STATE TEACHERS' ASSOCIATION.—The Monmouth meeting is, we believe, pronounced by all one of the very best and pleasantest that the Association has ever held. The programme had been admirably arranged, and, with the exception of the first day, was fully carried out. An earnest and pleasant spirit seemed to pervade the entire body of teachers present. Every one seemed determined to get from the meeting all the profit and pleasure that was possible. People in that state of mind are seldom disappointed. But it must have been a captious audience that could have listened to the exercises at Monmouth without being both pleased and benefited. The remark of Dr. Hart, mentioned in the account of the proceedings, was certainly a very great compliment. But this remark only reminds us of a thought of our own at the first meeting of the Illinois Association it was ever our good fortune to attend. To us at that time, coming

from another state, there appeared in that body of teachers so much vigor, earnestness, scholarship, and good fellowship, that we felt inclined to call it the noblest educational gathering we had ever seen. And we believe the Association has not since deteriorated. Long may it continue, a vigorous, enthusiastic, harmonious, efficient company of good fellows,—in which term we include, of course, our good, faithful, earnest women.

Much praise is due to the efficient committee on programme. Without a well-prepared order of exercises the meeting would have been a mere jumble of haphazard performances, shorn of their power by their want of fitness to the time. And if any good soul thinks it *easy* to prepare a programme for such a meeting, by all means let him be made chairman of the committee next time.

Of the hospitality and kindness of the good people of Monmouth there is but little use in speaking, for we should fail of doing justice to the subject. For ourselves, the memory of the occasion and of the kind reception we there enjoyed will linger with us long, a constant and grateful reminder of the pleasing truth that mankind are not always the slaves of selfishness.

TO YOUNG MEN.—There are young men who have good physical constitutions, robust, healthy, patriotic impulses, a desire for an education, and a disposition and talent for the business of teaching, but who are not well supplied with that very convenient article—*money*. To such I have a suggestion to make. Volunteers for one year's service in the Union army are receiving, in many parts of the state, \$700 bounty. It would be easy for a young man to lay by \$100 a year from his pay as a soldier. For \$800 in ready cash it would be very easy to go through a full course of study at the Normal University. The risk of service in the U. S. Army now is probably not one-third what it was when the war began, from the fact that our men are now led by experienced officers, and besides, there is less prospect of hard fighting; while the chances for good care, if one becomes wounded or otherwise disabled, were never so good.

Here, then, is a chance—for one year's service, attended with comparatively little risk, in the noblest of causes, with a fair prospect of having a hand in the last blow at the foul thing called Rebellion—to obtain the means of preparing, at the best institution for the purpose in the West, to take a high place in the honorable corps of professional teachers. Who 'll go? H.

WRITE FOR THE TEACHER.—Our friends are reminded of their duty to write for their journal. We can not be sure that we reflect your sentiments unless you let us and your fellow teachers know what they are. We need the counsel and help of every true teacher in Illinois. We need the convictions of practical teachers, the utterances of the school-room itself, in order that we may correct the theories that are proposed. For favors already received, thanks. But we need many more of the same sort.

Thus far we have received very few educational items from different parts of the state. Friends, let us know what you are doing. Send us reports of meetings, institutes, etc.; also, copies of all sorts of printed school reports.

KANSAS.—Mr. L. B. Kellogg, of the Illinois Normal University, has been ap-

pointed Principal of the State Normal School to be located at Emporia, Kansas. Mr. Kellogg is a comparatively recent graduate of the institution, but has abundantly redeemed his pledge to become a teacher by his labors in connection with the Model School, which have extended over a period of nearly two years. He possesses some admirable qualifications for his new position. His teaching is most thorough, his power over pupils quite beyond what is common, and his skill in management is worthy of one possessing twice his years. He is also well acquainted with the history and workings of Normal Schools in this country and in Europe. We congratulate the people of Kansas on the acquisition of a young man of so much energy, enthusiasm, and prudence, for the head of their Normal School.

And we hardly know of a field better suited to develop the powers and satisfy the laudable ambition of such a young man than the vigorous, intelligent and patriotic young State of Kansas. Her people must and will have free schools. They have had an opportunity of comparing the civilization engendered by these democratic institutions with that which springs from artificial distinctions in education, and the terrible ordeals through which they have passed have not left them in a wavering state of mind in regard to the matter. A bloody and terrible experience has taught them the value of free schools. The conviction thus branded into their very souls can hardly be removed by the arts of all the demagogues.

To Mr. Kellogg, and to the cause of education in Kansas, we bid a cordial God Speed. And we hope—nay, we confidently expect—to hear of good and honorable achievements wrought within her blood-stained borders, in behalf of universal education. The people who have so bravely and successfully fought to make men free will hardly fail to come off victors in the contest that is to make them fit for freedom.

MISSOURI.—This noble state has at last shaken off the incubus that has so long clogged the vital currents of her prosperity. She is a free state; and with an appreciation of the relation of cause and effect that does credit to their heads as well as their hearts, the members of her Constitutional Convention are turning their attention to the establishment of a competent free-school system. The old aristocratic State University, at Columbia, which during the early period of the war was a nursery of treason, it is proposed to convert into a—what think you, gentle reader?—into a Normal School! A friend writes to us from St. Louis, calling for an immense number of cheers for free Missouri. With all our heart, brother, and twice as many more for the new Normal University, if it becomes a fact.

EDWARD EVERETT.—Edward Everett was born in Dorchester, Mass., April 11, 1794. His father was a clergyman. He was fitted for college partly at a select school in Boston, taught by Ezekiel Webster, and in part at Phillips Exeter Academy. It was while in the select school in Boston that he first became acquainted with Daniel Webster, who was studying law in Boston, and took his brother's place in the school for a few days. This chance acquaintance ripened into a friendship which Mr. Webster in a letter to his friend written late in his life thus

mentions: "We now and then see stretching across the heavens a clear, blue, cerulean sky, without cloud, or mist, or haze. And such appears to me our acquaintance, from the time when I heard you for a week recite your lessons, in the little school-house in Short street, to the date hereof."

• Mr. Everett entered Harvard College at the age of thirteen, in 1807. He distanced all competitors in the race for college honors, and his brilliant scholarship is still traditional among the students of Cambridge. After graduating from college he studied Theology, and when only nineteen years old he was the acceptable and popular preacher of an important church in Boston. In 1815 he was called to the professorship of Greek in Harvard; and, having accepted the position, spent four years in a European tour, and in study abroad for his new duties. The zeal and critical knowledge which he brought to his professorship gave a great impetus to the study of Greek in this country. It was while in this place that he delivered his first great oration, before the Phi Beta Kappa Society, in which is his address to La Fayette, who was present.

For ten years from 1824 he was a member of the United States House of Representatives. During his service as Representative, and later in life as Senator, he displayed such powers of oratory, and such extensive and careful knowledge, as gave him an honorable influence, but he never showed any fondness for political intrigue. In 1835 he was chosen Governor of Massachusetts, which office he held for four years. It was while he was Governor that the first Board of Education and the first Normal School was established in Massachusetts. Mr. Everett always took a deep interest in the common schools, and was a frequent visitor of them in his own city.

He was appointed by Harrison Minister to the Court of St. James, where he represented our government with ability and dignity, doing Mr. Webster good service in making what is known as 'The Treaty of Washington', or the 'Ashburton Treaty'. His worth and scholarship were recognized by degrees conferred upon him by both the English Universities and by that of Dublin. In 1846 he succeeded Josiah Quincy as President of Harvard College. The friends of the University and of Mr. Everett hoped that he would fill this place for many years with profit to the institution and honor to himself; but a natural reserve, which gave him the appearance of coldness, made him unpopular, and the constant, petty troubles of the position so annoyed him and wore upon his health, that at the end of three years he resigned the office. In 1852 he succeeded Mr. Webster as Secretary of State in the Cabinet of President Fillmore. In 1853 he was chosen to the United States Senate, but resigned the place on account of ill health the next year.

He devoted the following years to raising money, by delivering his celebrated oration on Washington, for the purchase of Mt. Vernon. Nearly \$100,000 was the result of these efforts. Of this labor he says himself: "With this object" (that of giving strength to patriotic feeling amid sectional warfare) "I traveled thousands of miles, by night and by day, in midwinter and midsummer, speaking three, four and five times a week, in feeble health, and under a heavy burden of domestic care and sorrow, and inculcating the priceless value of the Union in precisely the same terms from Maine to Georgia, and from New York to St. Louis."

In 1860 he was nominated as Vice-President on the ticket with Mr. Bell, of Tennessee, but gave his immediate and hearty support to Mr. Lincoln upon the attack on Fort Sumter; and his eloquent words, and unfaltering confidence in

final success, have inspired a nobler patriotism in many, and given new life to drooping spirits. In the last election his name was at the head of the electoral ticket for Mr. Lincoln, and its influence, doubtless, did much toward rolling up the splendid majority of the Bay State against treason and slavery.

Mr. Everett's public life has been such, in the many important places he has filled, as to give him lasting fame; but he has won his highest renown as an orator before the people. Millions of his countrymen have listened with admiration to the silvery tones of his voice, and been swayed by his eloquent gestures, as he told of the virtues of Washington, the genius of Franklin, or the sufferings of the people of East Tennessee.

On the Monday before his death he addressed a meeting held in Faneuil Hall for the relief of the needy citizens of Savannah; and those who heard him say that his eloquence had all its wonted power to persuade and charm. Unusual exposure on that day brought on pneumonia, and early on the Sunday morning following an apoplectic attack resulted in death in a few minutes. As he himself had said of Mr. Webster:

"His sufferings ended with the day;
Yet lived he at its close,
And breathed the long, long night away,
In statue-like repose.

But ere the sun, in all his state,
Illumed the eastern skies,
He passed through glory's morning gate—
And walked in Paradise."

NOTICES OF BOOKS, ETC.

FAMILIAR LETTERS FROM EUROPE. By Cornelius Conway Felton, late President of Harvard College. Boston: Ticknor and Fields. 1865.

This book contains fifty-nine letters, written by Mr. Felton to his family during a European tour made in 1853 and 1854. They were not intended for publication, and have all the freshness and simplicity of conversation. The letters were mostly written from Greece, to visit which was Mr. Felton's object in going abroad.

The author was a most genial man, with good powers of observation and a keen sense of the humorous: he tells of what he saw and felt in good, racy English. If any one wishes, sitting quietly by his fireside, to take a charming trip over the classic hills and streams of Greece with one intimate with all their legends and history, he can do so by reading this book.

NORTH-AMERICAN REVIEW, No. CCVI, January, 1865.

This Review, the first number of which was published May, 1815, has now just completed its half-century. For the first few years the periodical attained no very great celebrity. In 1820 Edward Everett, who had just returned from Europe, where he had been studying preparatory to entering upon the professorship of Greek in Harvard College, became its editor; and under his conduct it at once reached a high position, as is attested by the mention made of it by Lord Jeffrey in the *Edinburgh Review* about this time, who called it by far the best and most promising production of the press of this country that had ever come to his hands, and a work of a powerful and masculine character, and decidedly superior to any thing of the kind that existed in Europe twenty years before. Since then, the *Review* under the editorship of such men as Jared Sparks, J. G. Palfrey, and A. P. Peabody, has been always strong, influential, and prosperous. The standard of literary excellence has been high: the tone has been manly and

American. It has a long list of illustrious names on the roll of its contributors. The *Review*, now edited by James Russell Lowell and Charles Eliot Norton, has just passed into the hands of Ticknor & Fields, who also publish *The Atlantic* and *Our Young Folks*.

The present number contains, among other articles of interest, a sketch of the life of Abraham Lincoln, and a review of his administration and policy; an article on the relation of the Early Church and Slavery; one on the Records of Venetian Diplomacy; reviews of Merivale's History of the Romans under the Empire, and of Palfrey's History of New England; a thoughtful and comprehensive article on The National Resources; an interesting account of Stephen Girard, and Girard College.

The Critical Notices are numerous and are written with a sharp pen. Their pointed style is, we imagine, more interesting to the disinterested reader than to the subject of the criticism.

OUR YOUNG FOLKS.

When the number for January of this excellent Magazine for children came to hand, we were so well pleased with it that we resolved to preserve the numbers for binding. But, alas for human schemes! The best laid of them 'gang aft agley'. We have at our house a squad of remarkably active 'infantry'. The *Young Folks* was left some where in their way, and to say that they charged upon and captured it is to convey a feeble idea of the actual fact. Captured? Yes, truly, and recaptured, and hid it in out-of-the-way places, under pillows and chair-cushions, etc., to secure it against re-capture, while the last holder was sent on an errand or eating a hurried dinner. One 'just wanted to finish Hum the Son of Buz', and another *must* find out what finally became of 'Thumbling', while a third 'had the last charade almost done'. So that the poor volume was in great danger of being reduced to the condition of a rebel fort, say Fisher or Sumter, on which Union guns have been operating for a time. In other words, the children like the Magazine, and right worthy is it of being liked. Its contents are not of the namby-pamby, baby-talk sort, but good and vigorous specimens of English, prepared by writers of the highest ability.

Published monthly by Ticknor & Fields, Boston, Massachusetts.

AMERICAN EDUCATIONAL MONTHLY.

The January number of this valuable Monthly—the first of Volume II—has come to hand. Its contents are eminently meritorious and practical. Among the articles is one on the 'Charter-House School, in England', which gives a very good idea of the means and methods of English education. The excellent article 'How shall we teach Geography' we have thought worthy of reprinting in the present number of the *Teacher*. The article on the 'English Language before Chaucer' is very instructive and suggestive. Nothing can better aid us in properly appreciating the power of our noble speech than an examination of its early history, and a tracing of words, apparently diverse, to a common root that binds together what would seem to be unrelated thoughts. The critique upon the new Dictionary in connection with the last edition of Worcester is impartial, scholarly, and to our mind just in its conclusion. The editorial correspondence from Edinburgh is very interesting, as giving a graphic sketch of some of the schools of that city, so famous for its culture. We wish the *Monthly* all success. It seems to us altogether worthy of the support of teachers. We are also glad to observe that its commendation of books, etc., is not a matter to be purchased, but that every notice reflects the real opinions of the editor, and not what the author or publisher wishes to have said. The *Illinois Teacher* proposes for itself the same rule. The *Monthly* is published by Schermerhorn Bancroft & Co., New York.

EATON'S INTELLECTUAL ARITHMETIC. Boston: Taggard & Thompson.

This little book completes the author's series of Arithmetics. It is modeled closely after the plan of Warren Colburn's 'First Lessons', and is, in some respects, an improvement upon it. It is an excellent work. w.

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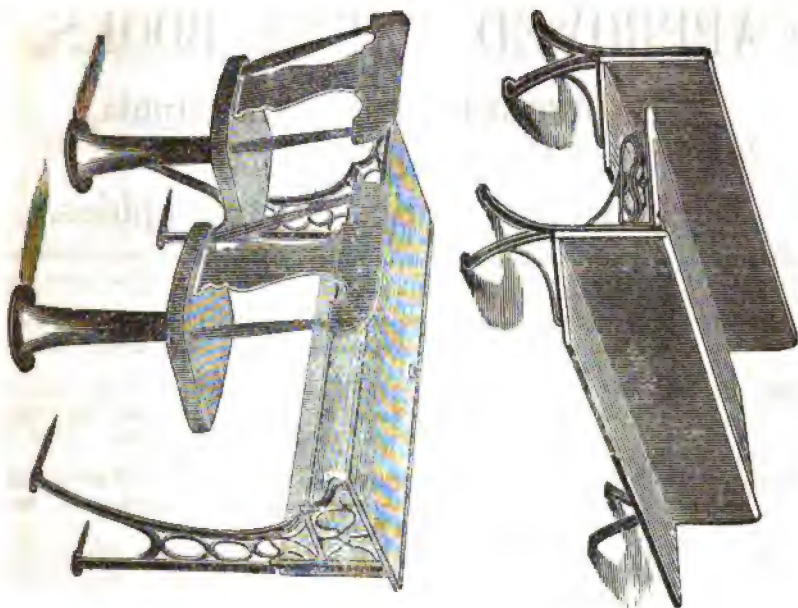
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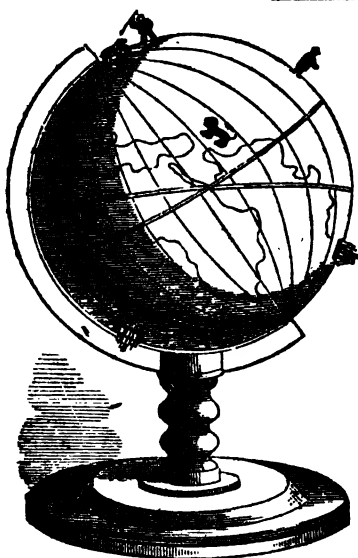
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[See preceding page.

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WHAT SHALL BE DONE NEXT?*

THE educational interest of our state, and of any state, has many branches. Whoever desires to carry forward this interest in its full proportions must see to it that each department is brought squarely up to the line of progress. There is educational machinery to be constructed and adjusted; there are associations of teachers to be organized and incorporated; school-systems to be established by law; a state policy to be inaugurated, with an educational officer at the head of it; teachers' seminaries to be founded; professional journals to be sustained; union and high schools to be developed; school-buildings to be erected, and many other things to be done, which may be regarded as forming the body or external machinery of a people's culture. And in respect to all these, our state certainly occupies no unworthy position. We are by no means at the foot of the great class of states in this particular. Our school-law, although by no means perfect, as we are told, is yet, considering its age, very efficient and productive of good results. Our State Department of Instruction, although greatly needing to be extended and brought more directly in contact with the actual teachers of our public schools, is yet an important and efficient help in the onward march of the glorious cause. Our Normal University, although as yet scarcely able to make itself felt over the vast extent of our great commonwealth, is yet hopeful of usefulness in time to come. Our educational journal compares very favorably with any in the land. High schools and union schools are springing up in all the most important cities and towns. And in

* An Address delivered by Pres. Edwards before the Illinois State Teachers' Association, at Monmouth, December 28th, 1864. Published in accordance with a vote of the Association.

praise of our State Teachers' Association we need only say that all these results have been accomplished chiefly through its agency and by its efforts. Eleven years ago it found Illinois destitute of all the means and forces we have enumerated,—a region of illimitable material resources, but one in which the great necessity of educating every child born into the world was but feebly recognized. To-day, by the indomitable energy and tireless activity of the men who have guided the movements of our organization, we find ourselves abreast of our elder sisters in this noble work of exalting and improving the entire body of the rising generation. To us who were spectators of the energy, perseverance and success with which these early laborers wrought, the progress made here in legislation and the character of the teaching seemed wonderful and unheard of. The state really enjoys a proud preëminence in respect to the rapidity with which her educational system and methods were developed. She has an educational history of which any community may be justly proud. And to us, her children of to-day, these worthy annals, and the institutions they tell of, come as a glorious heritage from our predecessors. We have entered upon their labors, and we may be pardoned if at the contemplation of our honorable position our hearts feel an unusual glow, and our souls expand a little beyond their usual proportions.

But great opportunities bring with them great responsibilities. The attempt to live upon the glorious achievements of our predecessors is gross ingratitude, and a proof of most groveling unworthiness. Mankind unite in execrating the ignoble sons of heroic sires. To come in the line of noble deeds, and do nothing to justify our high privilege,—this is to exhibit a perseverance in lowness of life and aims worthy of universal condemnation.

And so, fellow teachers, I shall dwell during the moments allotted to me upon the duty of the present and the coming hour, rather than upon the glory of the past. This Association has been a working body. Its deeds are on record. And a bright page of our state's history they form. From this fact has come the vitality of the Association. Without work it would have died at any moment in the past. And what is true of the past is true of the present and future. Without some worthy aim and purpose, to the accomplishment of which it is to bend all its energies, until the ideal becomes a reality, this body will soon be dead, or worse than dead, and the public good will demand that it be buried, where its presence may not offend the senses of a respectable community. Work, work, is the condition of all true life.

And is any thing left to be done? Have our foregoers exhausted

the supply of honorable and useful employment? Have the tribes of mankind in our state been brought quite through the wilderness of their progress, and triumphantly and quietly settled in the millennial Canaan? Has any educational Moses among us been permitted even to stand on a Pisgah high, and to view in the future a finished system of public instruction, perfectly and successfully applied? No! we are not yet quite prepared for our Joshua; and the name given to a part of Illinois would seem to imply that even our Moses is as yet among the Midianites, and that the Red Sea is to be crossed. But we are sure that this inference would not be true. Egypt is only a little belated. We shall yet see her flowing with the milk and honey of a universal intelligence and a general culture.

No, there is no lack of work. Indeed, there is so much of it that there is danger of being distracted in the attempt to select that which is most feasible to begin upon. Here we need most careful consideration. To answer the question What shall our Association do next? requires an examination of the present condition of schools throughout the state, in order that we may see how the system now in use works in practice, wherein it is defective, what objects it fails to accomplish, and whether the proper agents have been selected for carrying out its provisions.

We have said that school-laws, a school-policy, fit buildings, etc., etc., may be considered the body or external machinery of a people's culture. To make all these efficient in promoting that culture in the highest possible degree, they need to be informed with a soul of earnest and philosophic teaching. Without a high and noble style of instruction, and a lofty devotion on the part of our schoolmasters, all this fair exterior will be but as the gilded tomb of all true success. Good teaching is the crowning excellence of a system of education,—the soul that animates what will otherwise be only dead matter and deader form.

Now Illinois, in her various grades of schools, is served by many as good teachers as ever recognized the divine handiwork in the deathless minds intrusted to their care. I find them scattered over her prairies, and in her towns, in the solitary little school-house at the cross-roads, and in the stately edifice of the city,—laboring with a zeal, a kindness, an energy, a patience, and an understanding of their work, that may well entitle them to be called masters of their noble art. I find them in the county institutes, endeavoring to infuse their own enthusiasm into the minds of their fellow laborers. I find them at state gatherings of teachers, institute or association, guiding by their counsel and inspiring by their hopefulness and courage. All

honor to these devoted and untiring workers! They are surely the stay of our beloved commonwealth!

And yet, an unpalatable truth remains to be told. Taking the grand aggregate of the common-school teachers of our state—the sixteen thousand who ply the trade within its borders,—it must be conceded beyond a peradventure that our school-law is really better than the teaching for which it provides. The body shines fairer than the soul! Suppose the teaching in every school in Illinois were at once brought up to the same level of intelligence and educational philosophy that were necessary to the framing of our state educational policy, who does not see that the efficiency of our schools would be increased beyond measure? We are weak, to-day, just in the matter of instruction.

And if this be so, there can be no doubt as to the direction that our efforts for promoting progress ought to take. We should bend our energies to the improvement of the teaching in Illinois. And the only question that can arise is how this can best be accomplished. To what measures shall we resort to make our teachers do their work better; to ennoble their motives and enlarge their views of their work; to give them a clearer insight into the philosophy of teaching, and to impart the skill requisite in leading the child's faculties forth into the strength and symmetry of which they are capable?

As a partial answer to these questions, it will no doubt occur to every one that we have an institution for promoting the very object here proposed—the education of young persons for the work of teaching, and it may be thought that the state in establishing this institution has done all it is called upon to do looking to this end; that having appropriated funds to promote this object, its duty in the premises is at an end, it is responsible for nothing more. But this is not the stand-point from which to view the matter. The fundamental principle here is that the state ought to do whatever is necessary to accomplish the result. This is to be the measure of effort. We are not to say, here, that the state shall do what has usually been done in certain other localities, and shall regard that as sufficient; but that it shall continue to do until the object is attained, until the end is reached. And I do not hesitate to say that it is one of the most imperative as well as the highest duties of the statesman to encourage and foster free schools, and to favor every measure that looks to the improvement of the teaching imparted in them. I know very well that this is not a universally-received opinion, that the subject of universal education and all that relates to it is regarded as belonging to the domain of philanthropy rather than statesmanship, and that the

state is only to attend to educational matters when every other interest has been satisfied, and there remain upon its hands funds or energies which it does not well know how otherwise to use. But in this view of the subject there is neither justice nor philosophy. And the practice that seems to justify it arises from the fact that our statesmen are some times short-sighted. They devote themselves to temporary expedients and superficial schemes, the object of which is to keep themselves in power. And thus the art of state-craft some times becomes a mere scramble for office—a matter of finesse only, by which the outs labor to overreach the ins, and to spoil them of their places, and the ins exert themselves to resist the outs, and to cling to the places which they have found so comfortable. Thus the labors of one party neutralize those of the other. Each is fully employed in fighting its antagonist, and has little or no energy left to devote to the public good.

But surely, it can not be that this legerdmain and trickery constitute the essence of true statesmanship. And that it does not is amply proved by the fact that in trying times no such paltry dealing is tolerated. Then men's minds turn instinctively to great principles, and expend their energies upon measures of extended and permanent utility. In such times the policy of nations is fixed for centuries. Measures are inaugurated whose influence reaches down through the ages. The future is provided for as well as the present. No such cowardly and atrocious maxim as that of the degraded Louis XV—after me the deluge—is permitted to control legislation. In such times no question essential to the true greatness of a people, however harassing and difficult of solution it may be, is meanly passed over to posterity for settlement, if it can be settled at once.

And so it ought always to be. Whenever it is seen that any line of policy is necessary to the future well-being of a people, it ought at once to be entered upon, even at some present inconvenience. Statesmen ought to avoid the guilt of sacrificing permanent good to temporary expediency,—the future health and safety of the state to their own selfish love of power. And to the degree to which they do this, to that degree will their reputation stand the severe criticism of future times. Posterity will do nothing for the man that does nothing for it. William Pitt the Younger has been pronounced the ablest minister that England ever had. And yet, because he devoted himself to matters of expediency in the low sense of that word—to acquiring and retaining power,—and not to those humane and radical enterprises, Catholic emancipation, the abolition of the slave-trade, etc., etc., which were constantly urged upon him,—for this reason

his administration is also pronounced, and no less emphatically, a magnificent failure. What President of the United States since Washington will live longer and more honorably in the memories of future generations than Abraham Lincoln? And this not on account of his transcendent intellectual powers, nor of his unrivaled skill in manipulating parties, but simply because the wise and humane principles which he has so honestly and so successfully battled for will continue through the ages to bless mankind and to honor his country.

Now the most obvious of all ways in which a government can benefit its people in coming times is by adequately educating all the children of to-day. It has been shown, over and over again, that a free government absolutely requires the education of every child born under it. No other evil so serious can possibly befall a free society as to have among its voters any considerable number unable to read and write. By the agency of such a dangerous element of population, the Mississippi oath-breaker, who is now trembling within the walls of his doomed capital, has succeeded in drenching a continent in blood. Look for one moment at the census-returns of 1850 — the latest that have been published bearing upon this point. Where do we find the largest number of ignorant natives — that political tinder, ready to ignite at the demagogue's touch? Is it in those states that have manifested the most heroic devotion to our Union and to the cause of good government? Not so, be assured. In 1850 Virginia had 76,000 native-born white inhabitants, above the age of 20 years, unable to read and write. This was one for every 11 white persons of all ages and of both sexes. That is, if we should count off 11 white persons, juvenile and adult indiscriminately, one of these, on an average, would be a person more than 20 years of age and unable to read and write. At the same time, in the State of New York, to encounter one native thus ignorant, we must count off, not 11 as in Virginia, but 133. And who doubts that the native inhabitants of free New York are more enlightened than those of traitorous Virginia in the ratio of 133 to 11? The only portion of the Empire State that ever talked of breaking loose from the general government is that where foreign ignorance tries to lord it over native intelligence. But, thanks to her free schools, her intelligence is sufficient to neutralize the untold shiploads of this ignorance which is annually thrown upon her shores, and to convert much of it into Corcorans and Sheridans. By the same census we find that in North Carolina there is one native-born white person above 20 years of age unable to read and write for every seven white persons of all ages, while in Michigan it is only one in 79. In South Carolina it is one in every 17, while in Massachusetts

it is one for every 492. And so with other states. We have grave doubts concerning the proposition that ignorance is the mother of devotion, but not a shadow of a doubt as to her being the mother of secession. The brat is her own beyond cavil.

And is our own Illinois free from danger of this same terrific kind? We see how states have been engulfed in ruin by this disintegrating leaven of ignorance: is there no source of anxiety for ourselves? "Tell it not in Gath! Publish it not in the streets of Ashkelon!" But the truth is that our danger is by no means slight. From the census above referred to, we find in this state 40,000 white persons, native and foreign, above 20 years of age and unable to read and write; and it is probable that since that date, 1850, the number has rather increased than diminished. Taking nine-twentieths of the whole number for voters, we find that at our elections 18,000 men must have their ballots read to them: a number sufficient to form a majority in many of our political contests, so that in a division of parties not unusually close, it might easily happen that these men, voting for they know not what, might actually dictate the legislation of our state for years! Is this a state of things to go to sleep over?

And here we have opened up to us another want besides that of good teaching. Not only should the character of the instruction be improved, but the facts just stated lead us to fear that, possibly, its influence should be also extended. And the figures in the last-published Superintendent's Report incline us to the same inference. Personal observation of different portions of the state only strengthens the impression. Some of the people of Illinois do not sufficiently value the privileges of education. They are more or less indifferent, in this respect, to the fate of their own children. They are not eager to avail themselves of the advantages offered by the school-law. They are willing that their neighborhood should be disgraced by school-houses in which they would not be willing to house their domestic animals. They are willing—yea, anxious—to hire cheap teachers, without much or any reference to their qualifications. We need, therefore, some method by which the public sentiment of the state shall be awakened and brought up to an appreciation of the vital importance of education; by which the people shall be made anxious to avail themselves of their educational privileges; by which they shall be led to demand good teachers, and never to allow themselves by any pressure of circumstances to be put off with any other.

Thus far, then, we find two great needs: a need of better instruction, and a need of more interest in the people. And we notice that both are soul needs. The object in each case is to infuse. Measures must,

then, be inaugurated for the effectual supplying of these needs. We must improve our teachers, and we must raise the appreciation in which they are held by the community. The accomplishing of either of these ends would help in accomplishing the other. The more good teaching we have, the more will the people become interested in schools, and the more willing they will become to pay the cost of them. And the more willing the people are to pay the reasonable cost of good instruction, the more likely they will be to secure it. But there are ways of operating directly and at once in both directions. It is possible so to adjust our forces as by a single effort to reach both parent and teacher.

The evils that beset us are not peculiar to us. Every state that has carried its popular education to any considerable degree of perfection has felt these difficulties. In every state teachers have been ill qualified, and the people have been more or less indifferent. In every state, therefore, something has had to be done to break in upon apathy on the one hand, and to eke out imperfect qualifications on the other. This is a work beyond the scope of normal schools, because they operate upon those who are to be teachers, and not upon the actual laborers in the field. The scheme which has been found most efficient in this direction is that of teachers' institutes; and it is this scheme that I propose to you to-day as the precise thing needed in our state, for the purpose above indicated.

Do you tell me that the idea of teachers' institutes is not a new one in the State of Illinois? that they are regularly held in many of the counties, and in some twice a year? I grant it all, and would say further, that in my opinion they have done immeasurable good. Much of the progress made by Illinois is to be attributed to them. I have myself seen them in the very act of doing good to the inexperienced and the unawakened among teachers. They multiply the power of every well-informed and earnest schoolmaster, by making his knowledge and earnestness contagious — by multiplying his power many fold. But let me ask you how many counties have enjoyed these advantages; and also whether they have been distributed where they are most needed. In 1861 we find that institutes were held in 81 counties only, out of the 102 that constitute the state, and in 1862 in only 80 counties. And who is to stir the stagnant waters of indifference in those regions, comprising two-thirds of our state, where no institutes are ever held, and where no man loses his sleep on account of the deprivation; where the necessity for schools, even, is not so grievously felt as to cause anxiety or alarm; where men, in short, are profoundly asleep on all these subjects, and will re-

main so until the day of doom, unless something is done to arouse them ; — who is to impart an educational impulse to localities such as these? It must be done by a movement from without; and no adjustment can so well accomplish the result as institutes under the management of the state educational officer.

Again, let us observe that teachers' institutes are of various kinds, considered with respect to their aims and purposes. Some times the thing chiefly aimed at is the social intercourse they enable teachers to have with each other. The members come together, spend a few days very pleasantly, become somewhat acquainted with each other's views and methods, return to their school-rooms lightened and refreshed, and pronounce the institute a high success. And surely to the teacher social intercourse with his fellows is a necessity. It is a source of great consolation to him, amid his distresses and his doubts, to encounter minds whose views and feelings harmonize with his own, who are puzzled as he is puzzled, who suffer as he suffers, and whose gleams of sunshine are like his. But an institute may be made to do all this and much more. If instructors are employed in whose capacity and skill the members have confidence, and if every member is held responsible for the work done before the institute, so that he could, if called upon, reproduce next day the chief points in a discussion; if these discussions, under the lead of experienced and skillful minds, were so conducted as to develop important and practical principles, while at the same time every member is induced to give freely his own views on the topic discussed, and if the instructors are able to state clearly and concisely the conclusions reached by the best thinkers on questions that arise in such discussions; if, best of all, these instructors illustrate in their own methods before the institute the best way of presenting the topics they are considering; — who fails to see in these conditions a very different institute from either a school-masters' sociable or an arena whereon ambitious young men may air their vocabularies and vent their rhetoric?

In addition to our present instrumentalities, then, we need, above all things else, a well-supported and efficiently-conducted system of teachers' institutes, under the auspices of some competent state authority, that will vigorously and earnestly devote itself to the work. The institutes must be held in various portions of the state, especially in those where schools receive the feeblest support. They must be adapted to awaken public sentiment, as well as to arouse and improve the teachers. Evening addresses of a popular character should accompany the daily drills, and to these the public must not only be invited but induced to come. In some of these lectures should be set

forth, pointedly and lucidly, the bearing of education upon public prosperity,— upon the value of real estate, the wealth-producing power of a community, etc., etc. In others of them some topic of general interest, some matter of science or history, should be presented, with a view of awakening thought in the listeners, and of making it an epidemic in the neighborhood. The day drills must include the practical duties of teachers in the school-room, with such expositions of the qualifications they ought to possess as will arouse them to the efforts requisite for self-culture. There must also be model exercises illustrating the best methods of teaching the ordinary, and some times the extraordinary, school studies. All educational principles and laws of mind that are involved in the teacher's work—and they are all so involved—will require attention, with the proviso always that whatever is done should be done thoroughly, and that the attempt shall not be made to go over too much ground at one exercise. The coöperation of educational men in the vicinity where the institute is held should be as far as possible secured, and members should be appointed to conduct exercises as far as is consistent with the highest success of the enterprise. And throughout the entire session, there must be power enough in the conductor and board of instruction to warm the souls of the teachers, and to render them enthusiastic in the performance of the work. A glowing interest in teaching and in all that relates to it, high views of its importance and dignity, a keen appreciation of its grave responsibility,—all these should gleam from the countenance and stir the heart of every member of an institute; and to this plane of thought and feeling the conductor and instructors should have the power of raising the minds before them. Such institutes, conducted by experienced, able and devoted men, can not fail to do good. And their usefulness would be by no means ephemeral. They are not to be regarded as a temporary expedient, to be thrown aside as soon as permanent measures can be inaugurated. Experience teaches that institutes never become unnecessary. There never comes a time when the practical teachers of a community do not need this occasional renewal of their spirits and overhauling of their qualifications. In those states where public schools have attained their greatest efficiency—in Massachusetts and Pennsylvania, for example—institutes are amply supported by state appropriations, and educators regard them as among the most effective instrumentalities that can be employed in promoting the culture of a people. There is not a shadow of doubt that in the State of Illinois they might be used with tremendous power in promoting the same object,—that their effect would be

to lift our schools and the public sentiment of the state into an equality with those of any other state in the nation.

Do you object that the services of such men as we have indicated can only be procured at great cost, and that this would be a bar to the use of the plan proposed? The services of such men can only be procured by a comparatively liberal outlay of money. Scholarly attainments and educational skill do not go begging in the United States. If great abilities are not appreciated and paid in one place, they are eagerly sought for elsewhere. If the State of Wisconsin does not understand the value of eminent services, the City of Chicago some times does. And when she fails, banks, insurance-offices and publishing houses are quick to avail themselves of her blunders. And I wish to ask, solemnly and emphatically, if the great State of Illinois, the Empire State of the West, that is soon to be the third in the Union in wealth and population,—if this great state is to shrink from a vital educational enterprise because it costs \$5,000 a year? Can she afford a million of dollars for her state-prison—for the care and support of her criminals, and must she higgie and play the niggard with the interests of her own children—with the measures that are to prevent them from becoming criminals? Oh that this noble commonwealth would signalize herself as the liberal patron of every thing that tends to improve the intellectual and moral power of her children! It were a glory greater than all other glories. It would give her a power in this nation that neither her incomparable position, her vast domain of fertile land, nor her endless mineral wealth, can give! I speak not in disparagement of what she has already done. I rather thank God that he put it into the hearts of her sons in past years to accomplish results so noble! But I am thinking of the glorious additions she might make to her list of good deeds,—of a system of institutes such as I have spoken of, of such an increase of the appliances and emoluments of the educational department of the state government as would enable the Superintendent to become personally familiar with the wants and condition of the schools throughout the state, and further enable him not only to suggest remedies for existing defects, but give him the power to apply them. In short, I am thinking of her as allowing her educational interest to stand second to none among all the interests that press for recognition at her hand. I am thinking what unrivaled honor it would confer upon her to be known as the state that *educates her children*, whatever she may fail to do!

And these results are not impossible. It only requires vigorous and united action on the part of the friends of education to accomplish them. Such institutes as we have described have actually been held,

and still continue to be held, in some of the states. For many years it was my privilege to be a humble member of the Board of Instruction of the Massachusetts Institutes. Nearly as many sessions were held in a year as there are counties in the state: so that all portions of the commonwealth were visited by this educational awakener about once a year. Among the instructors were Dr. Barnas Sears, now President of Brown University; Dr. Lowell Mason in Music; Prof. Louis Agassiz in Geology and Natural History; Prof. Arnold Guyot in Geography; Prof. S. S. Greene in Grammar and Language; and Professors William and F. T. Russell in Elocution. Some of these, I understand, still continue their services, while others have been succeeded, in some cases by men no less eminent than themselves. Surely such a combination of able and distinguished men, thus operating so constantly on the teachers and people of a state, could not fail to affect powerfully the intelligence and worth of the people. How much more thinking was done in the State of Massachusetts, on account of the efforts of these men made through these institutes among the masses of the population? Who can for a moment doubt that the voting was vastly more intelligent, more in accordance with right, justice, and sound law, for what they did? And never have I seen men enter upon their labors with more enthusiasm than did these veterans from the different battle-fields of thought. It was no perfunctory service they rendered. They threw their whole souls into the enterprise. They seemed to remember that in these exercises they were moulding the grand ultimate power of the land, purifying the great source of authority and law. And in this respect no one exceeded the great naturalist. His words were charged with a magnetism that drew all minds to the thought they expressed. Chalk in his hands appeared endowed with life. The listener fancied that he heard the buzz of the insect that two or three strokes brought into being on the blackboard. Prof. Agassiz differs not more from other men in the greatness of his intellect than in the power and depth of his enthusiasm. He works not for to-day, but for all time. He believes, therefore, in universal education, in lifting up the entire mass of humanity. He labors to stir the popular heart. Before making a public address, or instructing a class in an institute, he labors to bring his great mind into the proper frame to command the attention and enlist the sympathy of his hearers. "Do n't speak French to me now," said he to a friend just before an institute lecture, "I must concentrate my thoughts in English, so as to be able to move this audience." "He can not afford," he tells us, "to make money," for it would consume precious time which he needs for nobler ends. His glorious

life is an everlasting rebuke to the flippant materialism that sneers at enthusiasm and whose god is wealth!

Such were the Massachusetts Institutes of ten years ago. Their advent in a particular locality was the signal for the suspension of schools and much other business. Teachers filled the halls in which they were held. Their evening audiences crowded the largest churches to suffocation. And I understand that the sessions of recent years show an increase rather than a diminution of interest and of number in attendance. They are no temporary expedient in the old Bay State. Her lips have tasted of their wholesome fruit, and she insists upon a continuation of the feast. Again, I ask, is there any reason why the Prairie State may not go and do likewise?

I have spoken of Massachusetts, not because I would have her forms slavishly copied in Illinois, but simply because her system is better known to me than that of any other state. In adjusting our forces here we should exercise a wise eclecticism, selecting from any source whatever is suited to our purpose. And this circumstance gives us no slight advantage over the older states.

It may be urged that the present system of county institutes is too valuable to be discontinued, and that the transferring of their functions to a state organization would be unprofitable innovation. I answer that I, for one, would vigorously protest against such a transfer. The county institutes need to be preserved in all their vigor and power. So far from wishing to diminish their efficiency, I would have it increased ten-fold if I could. And one of the very purposes of the proposed state organization is to produce such increased efficiency. The State of Illinois is too large a field for any one organization to till. The State Institute must aim to accomplish two things: it must move the public sentiment where nothing has yet been done, and it must furnish a model by which county institutes may be conducted. And the moment it becomes a model, it becomes also an incentive. Many counties may reasonably strive to equal or to excel the model. The possibility of this will nerve them to a vigorous exertion, the effect will be visible wherever the facts become known. We should expect as one of the results of the state organization that the number of county institutes would rapidly increase: that instead of 80 in a year, there would be held in the state 100 or more.

We urge this matter upon the consideration of teachers and of all interested in education, not from forgetfulness of other educational instrumentalities. But this, it is believed, is the step to be next taken. Every educational interest in the state would receive an impulse from the measure proposed. It would improve the character and condition

of our common and high schools; it would bring more and better-qualified applicants for admission to our colleges; it would increase the efficiency and usefulness of our county commissioners; it would sift the body of teachers, and bring such a pressure to bear upon those of inferior qualifications as to drive them to higher attainments or out of the profession; it would fill our Normal University with students fully impressed with the importance of special preparation for their work; it would extend the influence and improve the character of our educational journal; and in short, would in all ways help onward the great cause of education, public and private.

Details I have purposely refrained from. The adjustment of them is a matter of so much delicacy that it had best be entered upon only when the legislative enactment is to be framed. The great question, and the only one of any importance, is in respect to the creation of the power for controlling the institutes. That controlling power should be, as far as possible, removed from the arena of political strife. It should be, so far as it is possible to make it so, a purely educational organization. To that power should be left the arrangement of all details concerning the institutes, the appointment of instructors, the fixing of places for meetings, and other matters.

And shall we have such a system of institutes? May we not demand of the legislature just elected the inauguration of such a policy? And will our law-makers resist such a demand, earnestly but respectfully made? We can not think that they will. In the faith that our request, firmly but respectfully presented, will be received respectfully and courteously, I commit this important subject to the wisdom and judgment of the Association.

MUSIC IN SCHOOLS.

MR. EDITOR: The use of music in schools, how it can be introduced and successfully taught therein, are perhaps important matters to be considered in a Journal of Education.

Some object to music, saying it is not useful. That which makes the inharmonious harmonious; that which hews down the rough corners, and smooths the sharp edges; that which blends the incongruous masses, and combines in definite forms the heterogeneous changes in life, is certainly useful. This is the mission of music. •

Comparing reading and singing, we see methods for teaching one applicable to the other. Children before learning to read have several years' experience in talking. They learn various things, and can talk of many subjects. So the child who is to study singing as a science must first learn to sing by rote. Very little children love singing, and I am yet to learn of there ever having been one who was not affected favorably by the mother's song. Were I to maintain that all can sing, I should consider this a very important item in the argument; and I believe very few, if any, persons could be found who could not sing, if efforts to teach to sing in early childhood were as careful as they are to teach to talk.

It is quite important that singing commence early. But in our schools most children have had very little, if any, such instruction. Hence the school-room is a good place to begin this work. Very much rote-singing should be had. This we shall find not only useful at the beginning of and before teaching the science of music, but the schools are very few in which it might not profitably be used throughout the instruction.

One teacher says "I ca'n't sing." This is very common with many first-class teachers. But there are ways for you to have singing, notwithstanding this.

I. Very likely many of your pupils sing, and you can in some way induce them to teach the school the songs which they know. It will be but a short time before you will have added one more very pleasant and profitable exercise to your school.

Miss J. A. Jones was for several summers the teacher of our school, in Columbus, N. Y., when I was a school-boy. She sang some, but her chief means for sustaining singing in her school was through her scholars. Many of the songs then learned can be recalled, and the youthful leaders' clear and ringing voices seem now to sound in my ear.

Should you fail in this, you have, perhaps, an acquaintance who would esteem it a great pleasure to be invited to teach a class of school-children a few pleasant songs occasionally.

Another teacher says "I have no time." So far am I from believing this, that I think you will save time every day by having a judicious amount of singing.

If the morning is dull, cloudy, rainy, or disagreeable in any way, let a few very cheerful songs precede yours day's work. If the lessons are a little harder than usual, 'shake the cobwebs from the brain' with a playful song. If your pupils have a great desire to go home

before the close of school, the practice of having something good to sing at the close will help to mend this matter.

Supply yourself with a variety of songs, and teach a new one frequently. Some day your school is in disorder, you hardly know why. All else failing to effect a reform, a new song, perhaps, is just what you want.

Another says "I can sing, but have failed in my endeavors to introduce it into my school." There are several items that ought carefully to be attended to in order to be successful in this work.

First, your songs must be school-songs. By a school-song we do not mean that it necessarily sings of school, of scholars, of teacher, or of any thing connected with school, although it may sing of all these. A school-song must have pleasant words, often funny. They must be such as will be comprehended easily. Comic songs have no place in the school-room. The music must be as new and fresh as possible, and that of a lively character is mostly needed.

When you have selected your song, if your school is not supplied with books, it will assist you very much to write words on the board.

If the song is short, or very pleasant — either the music or words, — a few times singing the song by the teacher will be sufficient to teach it to your school.

If the song is rather long, or of not so lively nature, a few words or a line can be sung at once, and the school required to sing after you. By singing a few times through in this way, you will find nearly all able to sing it throughout.

Care should be taken in the manner of singing. All songs must not be sung alike, in quality of tone. When we are talking of different subjects, the tone of our voices changes as the subject changes or varies. If we are talking of the merry sleigh-ride, or of the beautiful brooklet, or of the rain-storm, our tones and manner correspond to the subject of which we are talking. So in singing the same must be observed. Every body is much interested in variety, and if the variety is natural, it is still more pleasant,

One of the greatest objections to singing in schools is the tendency to sing too loud. Most children think the first element of good singing is power. But let the teacher bear in mind that excessively loud singing will result in the destruction of the children's voices. Almost all children sing well, but in adults we find a small per cent. of good singers.

O. B.

WHAT SHALL I WRITE ABOUT?

But how the subject-theme may gang,
Let time or chance determine.

BURNS.

THIS is the first inquiry put to the mind by every one on sitting down to prepare an essay or lecture. It takes many persons as long to select a suitable subject as afterward to discuss it. In order to make a wise selection, the writer must bear in mind two things: I. What can I treat most happily? II. What will suit my hearers or readers? And both these conditions must be met, or your effort will be a failure.

To illustrate: Suppose Jonathan Edwards, in his day, reading before a country congregation a logical disquisition on 'The Freedom of the Will'. To him, of course, that would be a most congenial field of thought; but would his plain farmers retire with any better knowledge of the way of life? Here the first point has been observed, but not the second.

Again: Imagine Edward Everett (if the mere supposition be not derogatory) taking his turn in a course of comic lectures with Artemus Ward, Doesticks, & Co., before the Fiddlesquib Lyceum. That noble brain of Protean power might, indeed, compile a catalogue of jests to make the groundlings laugh; but would such trifling fancies seem the worthy utterances of that majestic intellect? Here the second feature has been realized, but not the first.

To make the application still more practical, let us add some negative cautions: If you are going to address a meeting of teachers, do not, as your theme, take 'English Grammar', or 'Natural Philosophy'; if an assembly of clergymen, 'Syriac Versions' or 'Chaldee Paraphrases' should not be considered; if a convention of farmers, avoid 'Rotation of Crops' or 'Improvement of Stock'. Do not be so rash as to do any of these things, *unless* your own researches in these various departments are so original and learned as to throw new light on them. It is cruel for you to weary either of these innocent parties with facts which they understand as well as you. The object of a literary effort is to entertain or instruct; and the rehearsal of old thoughts compiled from books or from other minds fails to do either.

In short, in preparing a public performance, select a theme whose discussion will draw out the riches of your reading and experience. What is a specialty to you has cost so much time and study that you must necessarily present it in a new light and attraction to others.

Having occasion, not long since, to address a promiscuous educational assemblage, where I knew there would be present children, directors, and teachers,—‘My Early School Days’ was chosen as the topic, as appropriate allusions might be thus naturally directed to each of the classes represented.

W. W. D.

Dixon, February, 1866.

LETTER FROM A FOGY.—No. II.

MR. EDITOR: The sight of myself in print in your very courteous, but, I fear, somewhat radical and unsafe periodical, did me much good. The thought of my lucubrations illuminating your pages, usually dark enough, I am sorry to say, with anarchical free-school doctrines, was very agreeable to me. And I make no doubt that, considering the value of the thoughts in my last article, and the inquiring tendency of this age, a great effect will be produced upon the public sentiment of our state by that ‘able, truthful and patriotic contribution to literature’, as my friend Hunks insists upon calling it; though far be it from me to glory in such undeserved praise.

And now allow me to touch upon another of the abuses that grow out of this ‘universal-education’ heresy. I refer to the arrogance of its champions, and of the school-masters of our day. Now in the good old times the school-master kept his place,—that is, in well-regulated communities, and I wish to speak for no other. He was allowed to associate with gentlemen some times, under proper restrictions,—to eat at the first table a little more frequently than the overseer, and in general, if he kept quiet and did not obtrude his opinions, was tolerated as a sort of necessary evil about the houses of gentlemen of wealth and position, whose children he taught.

But how is it now? Oh! what a fall is here, my countrymen! You and I, and all men of blood or wealth, fall down, and aspiring pedagogues triumph over us! It is insisted upon that the ‘educational interest’, by which is meant the interest of the vulgar herd, shall be first attended to. And the worst feature of the case is that these claims seem some times to be allowed. School-masters and -ma’ams are received into families that—although intelligent and respectable—would not for a moment think of welcoming myself, or my highly-accomplished friends Spouter and Thimblorig. And yet the Hon. J. Spouter is a distinguished member of the Legislature, and P. Thim-

blerig, Esq., is equally eminent in the lobby. And more than all this, 'educational men' have the audacity to attempt to give direction to the public sentiment, and even to the legislation of the state! As if these were not the special function of my honorable friends above named. Indeed

THE VALUE AND PROPER PLACE OF OBJECT TEACHING.

"THERE is no royal road to geometry." This was true when spoken to the Egyptian king, and is true to day. There is no patent method of acquiring knowledge and mental strength. Various inventions have been proposed for accomplishing these objects,—various expedients for shortening the distance between the beginning and the end of an educational course. And these efforts have stimulated inquiry, and in consequence of them the ruggedness of the path has been greatly abated, and the disagreeableness of the task greatly diminished. But there remains the great, immutable fact, which always has been and always will be a fact, that no grain of mental strength can be secured without a corresponding laborious effort. Intellectual power costs hard work, now as anciently. The early law, 'by the sweat of thy brow shalt thou eat bread', has never been repealed, and we have no assurance that it ever will be. Improvements in educational methods can never do away with this truth. They are useful only in systematizing and guiding labor, and not in displacing it. Knowledge may be acquired more easily by good than by bad methods; but mental power, the great end of instruction, absolutely requires the same amount of labor as ever. Improved processes in carpentry may enable the workman to accomplish more work in a day, but they never give him the same strength of muscle with less exertion. The school-boy of to-day may possess more knowledge than Sir Isaac Newton; but to acquire the intellectual power of the great philosopher, the school-boy must perform as much intellectual labor as he.

CHERISH a manly respect for yourself. Not a high opinion of yourself as being better than others; not a desire to elevate yourself above others so as to look down upon them; but a respect for yourself, as bearing the image of your Maker, as made by Him for the noblest purposes, and fitted to hold communion with Him, and with the best of men.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill., Feb. 22, 1866.

IN renewing my official relation to the teachers and school officers of the state, I can not refrain from referring, first of all, to the cheering signs of the speedy and utter downfall of the rebellion, and the restoration of the national unity, with the added element of universal liberty. For the succession of signal victories, which have crowned our arms, and for the teeming evidences that the fury of the insurgent tempest will soon be over, and the justice of the national cause be vindicated in the majesty of a glorious triumph, it is meet that we give reverent thanks to Almighty God.

Justified by the sure prophecy of passing events in believing that the experiment of free government is not to fail, let us labor with new earnestness and hope for universal education, the corner-stone upon which the stability and perfection of such a government must ultimately rest.

I enter upon the duties to which I have again been called, by an expression of friendly confidence of which I am profoundly sensible, with a deeper love for our common country, a greater pride in our noble state, and a livelier interest in the cause of common schools, than ever before. Entertaining none but the kindest sentiments toward all, I desire and anticipate from all with whom I may be associated a renewal and continuance of the cordial relations which characterized, in so eminent a degree, my former terms of service.

No official act of mine was ever shaped or tinged by the slightest partisan feeling or influence; none ever shall be. But patriotism is not partisanship, any more than the love of God is sectarianism. We have one common country, and one government—the fairest country and the best government on earth. Administrations change, and differ in wisdom and excellence: the government is perpetual, and changeless in its ever-glorious principles. Men may seek the overthrow of an administration and still be honest men and true patriots; but only traitors can seek the overthrow of the government. Believing that love of country and unswerving fidelity to the government of the United States are cardinal virtues and sacred duties, second only to the love of and fidelity to God; and that to despise, traduce, malign and betray our country and government, are crimes in the sight of both God and men; I shall, on all proper occasions, inculcate and enforce those virtues and duties, and hold up those crimes to indignation and abhorrence. By all the powers I can wield I shall

stand by, uphold and support my dear country in this her hour of trial, and plead with teachers and pupils to do the same, that the generation to succeed us may reverently love, cherish and preserve the grand heritage of union and liberty which, I trust in God, the issue of this war will surely bequeath to them. The utterance of these sentiments, I am aware, is but the expression of obvious and unchallenged maxims of truth and duty, held alike by good men of all classes and parties. But I desire, upon the threshold of another official term, to record my sense of the solemn obligation of all men, especially of those who are concerned in moulding the character of the youth of the state, to stand firmly and openly by the government, and to inculcate by all proper means a deep and reverent regard for the success of the national cause, and the inestimable blessings of liberty and union.

I congratulate the friends of common schools upon the very important amendments to the school law passed by the late General Assembly. The benefits that will immediately and certainly flow from these improved features of the system can hardly be overestimated. I regret that the compensation of county superintendents was not fixed at four dollars per day, in stead of three, and earnestly labored to that end. But the friends of the bill were satisfied that it could not be passed in that shape, and, considering that all should not be sacrificed for a part, wisely decided to present the bill in such a form as to insure its success. The case is much improved by the fact that the per diem is not confined to school visitation merely, but is allowed for all services rendered in the discharge of their proper duties as county superintendents of schools.

It was fortunate that many warm and intelligent friends of education were to be found in both branches of the legislature — men who, in the midst of the hurry and pressure of more exciting interests, did not forget to legislate for the welfare of those who are to be the future electors and legislators of the state. Both Committees on Education were wisely constituted. That of the House of Representatives was presided over with signal ability and tact, by the Hon. Richard O. Dunn, of Stark county, to whose liberal views, practical knowledge, and unceasing industry and vigilance, we are largely indebted for the success in the House, not only of the amendatory school act, but of other important measures. They will have their reward in the beneficent fruits of the legislation which they have secured.

The scope and bearing of each amendment is elaborately discussed and explained in the treatise on the school law, the publication of which is elsewhere noticed in this number of the *Teacher*.

The following is a synopsis of the Act, passed by the late General Assembly, amending the school law, viz :

§ 1. Is amended, by providing that the official term of the State Superintendent shall be extended to four years, to take effect from and after the next biennial election, in 1866.

§ 11. As amended, changes the name of 'School Commissioner' to 'County Superintendent of Schools', and extends the term to four years, to take effect from and after the regular biennial election in November, 1865.

§ 15. As amended, requires county superintendents to scrutinize the bonds of township treasurers before filing them, and in case of any defect, return them for correction.

§ 16. Authorizes county superintendents to loan county funds, at any rate of interest not less than six per cent. nor more than ten per cent.; the rate to be fixed, in each case, by the board of supervisors, or county court. It forbids the payment of any school funds to the township treasurers, by county superintendents, until said treasurers file, or renew, their bonds, as required by law.

§ 17. Provides that counties from which statistical reports are not received in the manner and within the time required by law shall forfeit their share of the state school fund for the next ensuing year; and makes the county superintendent liable to removal by the county court, or board of supervisors, for willful neglect or failure to furnish the required report. The state superintendent may remit the forfeiture, for satisfactory cause.

§ 20. Defines the educational duties of county superintendents, gives them primary jurisdiction in all local controversies, and provides for appeals to the state superintendent upon their statement of facts.

§ 23. Provides that at the next regular election of trustees three township trustees shall be elected, who shall, at their first meeting, which shall be within ten days after said election, draw lots for their respective terms of office, for one, two and three years, and that thereafter one trustee shall be elected annually.

§ 26. This section is amended by the substitution of the word 'annually' for the word 'biennially', in the second line; and by the proviso that, in case the proper officers fail or refuse to give notice of the regular elections of trustees, or of elections to fill vacancies, it shall be the duty of the county superintendent to give such notice.

§ 32. It is provided in this section that the president of the board of trustees shall hold his office for one year, and the treasurer for two years, as heretofore.

§ 33. Authorizes trustees of schools to divide their respective town-

ships into one or more districts, as may best conduce to the interest of the schools; and provides for the prompt division of school-funds and property when new districts are formed out of old ones. The funds on hand must be divided at the time the new district is formed, and the school property must be appraised and apportioned within three months from the formation of the new school-district. No division of funds or property is to be made when a portion of one district is set off to another, but only when a new district is formed.

§ 34. No material change is made in this section, but its language is condensed and simplified, and the duty of the township treasurer, after the funds have been apportioned by the trustees, is more clearly defined.

§ 35. Requires written permits of transfer of pupils from one district to another to be delivered to the township treasurer, instead of to the teacher, as heretofore; and makes such permits the only valid evidence of the consent of the respective districts. Requires the amount certified in each schedule to be due the teacher to be computed upon the basis of the total number of days' attendance of all the scholars. Gives specific directions as to the manner of returning schedules for different districts and townships. Provides for the formation of union districts by consolidation; the boards of directors of the constituent districts to be then dissolved, and the union board to draw lots for their respective terms of office, and thereafter to be elected the same as other boards of directors.

§ 36. Provides that townships from which no statistical reports are received shall forfeit their portion of the public funds for the next ensuing year, but authorizes the state superintendent to remit such forfeiture, for cause.

§ 39. Is amended by omitting the last period of said section, the same being incorporated in the 33d section of the act.

§ 42. Makes it the duty of the township treasurer and county superintendent, successively, to order elections of directors, in case the proper officers fail or refuse to order such elections.

§ 44. Requires directors to deliver certificates of district taxes and lists of resident tax-payers to the township treasurer, instead of to the county clerk as heretofore; and requires the treasurer to file the same with the county clerk.

§ 47. Authorizes boards of directors, by a vote of the people, to borrow money and levy taxes to purchase school-sites and to build and improve school houses — the amount borrowed or levied for said purposes being limited to five and three per cent., respectively, of the taxable property of the district.

§ 48. Fixes the minimum age at which children may be received

into the public schools at six years, in stead of five years as formerly. Defines the duties of directors more fully, and authorizes them to select and locate school-house sites, in case no one locality receives a majority of the votes cast at an election called for the purpose.

§ 50. As amended, allows but two grades of teachers' certificates,—those of the first grade to be valid for two years, those of the second for one year. Authorizes the granting of state certificates only upon public competitive examination, of which due notice shall be given—the terms and conditions to be prescribed by the State Superintendent, in conjunction with the Principal of the Normal University.

§ 51. Requires county superintendents to hold examinations for teachers at least four times a year, at such places as they may designate, and to give public notice of such meetings, the expense to be paid out of the school-fund. The fee for certificates is abolished, but the cost of said certificates, and of the necessary stamps, etc., may be paid for out of the school-fund.

§ 54. Requires the director or directors to whom a schedule is delivered to receipt for the same, and makes the director or directors signing such receipt personally liable for any loss sustained by the teacher on account of the non-delivery of the schedule to the township treasurer within the time fixed by law. On all balances remaining due and unpaid after the first Mondays in April and October, teachers are entitled to interest at the rate of ten per cent. per annum, until paid; and said balances and interest must be paid out of the first moneys coming into the hands of the township treasurer to the credit of the proper district, and not otherwise specifically appropriated.

§ 57. Allows township treasurers to loan all school-funds, not subject to distribution, at a rate of interest not less than six per cent. nor more than ten per cent. per annum: the rate of interest, if less than ten per cent., to be fixed by the board of trustees, at any regular or special meeting. Legalizes all loans of school money made by township treasurers, during the past two years, in accordance with the instructions of the late State Superintendent.

§ 63. Requires township treasurers to make full settlement with boards of directors on the first Mondays of April and October of every year, and to deliver to said directors, on demand, a written statement or exhibit, showing the condition of the account of each district, and the amount of funds in his hands to the credit of and belonging to each district respectively, and subject to the order of the directors thereof.

§ 66. Declares what shall constitute the principal of the county and township funds, respectively, and forbids the conveying of the interest,

rents and issues thereof to said principal, but requires all of said interest, etc., to be distributed annually.

§ 67. Requires all school funds collected from special taxes levied by orders of school directors, or from the sale of property belonging to any district, and all other funds in the hands of the township treasurer, to be paid out (after the same shall have been apportioned by the township trustees) only on the order of the proper board of directors.

§ 71. As amended, allows county superintendents, for their services as such, including the duties of school visitation, the sum of three dollars per day for any number of days not exceeding two hundred in any one year, to be paid from the county treasury; and authorizes county courts and boards of supervisors to make additional appropriations to county superintendents for their services, if deemed proper, and also for the maintenance of county teachers' institutes. It is the intention of the amendment to this section to allow county superintendents the per diem of three dollars for all educational services performed by them as such superintendents, such as the examination of teachers, preparing and tabulating their annual reports, etc., as well as for visiting schools.

§ 72. Makes it the duty of boards of township trustees to allow and pay to township treasurers a reasonable sum, annually, for their services as clerks of said boards, and exempts all school officers from working on the roads and military duty, but not from serving on juries.

§ 82. Makes it the duty of the state's attorneys of the several judicial circuits to enforce the collection of all fines, forfeitures and penalties imposed or incurred in the courts of record in their several circuits, and to pay the same over to the school superintendents of the counties wherein the same have been imposed or incurred, retaining therefrom the fees and commissions allowed them by law; requires justices of the peace to enforce the collection of all fines, etc., imposed by them, by any lawful means, and that the officer charged with the collection thereof shall pay the same, when collected, to the school superintendent of the county in which the same was imposed; and requires clerks of said courts of record, and justices of the peace, to report, under oath, to the school superintendents of their respective counties, by the first of March, annually, the amount of such fines, penalties and forfeitures, imposed or incurred in their respective courts, and the amount of such fines, forfeitures and penalties collected by them, giving each item separately, and the name of the officer charged with the collection thereof; and fixes penalties for failure

to make such reports, or to pay over, on demand, the amount of such fines, penalties and forfeitures, when collected.

All acts and parts of acts in conflict with the provisions of this amendatory act are repealed; this act to be in force from and after its passage. The act was approved Feb. 16, 1865.

The foregoing is a brief synopsis of the essential points of the amendments passed by the late General Assembly—amendments which can not fail to exert a most beneficial influence upon the common schools of the state, and to increase the strength, vigor and unity of the system.

A new edition of the school law, as amended, will be printed and distributed as soon as practicable.

NEWTON BATEMAN, Sup't Public Instruction.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"No. 56 Park Avenue, Chicago."

EXAMINATIONS.—It needs no argument to convince the progressive teacher of the utility, not to say the necessity, of examinations, as an efficient aid in thoroughly advancing pupils in their studies. They are the light weights and dumb-bells of the mental gymnasium, which impart strength and vigor to the intellect. They are a powerful agency for completing otherwise half-formed ideas, and for imparting strength and character to the judgment. As tests of the practical familiarity of the pupil with the principles of arithmetic, they are invaluable. Frequently, in such cases, the thing sought for is largely a minus quantity—a result damaging to the supposed attainments of the pupil and often disappointing to the teacher.

Of the two methods of examinations, written and oral, each has its earnest advocates. Granting a truce to a discussion on their respective merits, let us allow that each has peculiar excellences not possessed by the other, and in the spirit of eclecticism select what is good from both. Some of the advantages of the written examination are:

It compels the pupil to an accuracy and precision of thought and an exactness of expression gained in no other way. The test of knowledge lies in what is written, not in what is intended and understood. It is surprising to know how much even mature minds have some

times to ponder upon a subject with which they thought themselves familiar, before they can express their ideas with pen and ink. It is just this discipline which is needed by the young mind, to give directness and strength to the future mental character. Again, a pupil may have a very correct idea, yet be unable, for various reasons, to exactly express it in writing. Wrong words or expressions will some times work off the pen, giving quite a different meaning from that intended; or perhaps the form will be incomplete from the omission of something to be added. Just the words to convey just the idea show rare culture; and he who, especially in youth, has the power to use words in this manner possesses an ability highly to be prized.

Teachers who have been in the habit of holding written examinations know how provokingly careless pupils are in their work. Just the wrong thing is done for the right, the opposite step is taken from what is intended, and inexcusable blunders are made in the simple operations in numbers. All these things occur when the pupil, in many instances at least, knows better, and can subsequently detect and correct his own errors. They are the result of the carelessness of thoughtlessness and inexperience, which can be overcome only by discipline of this kind. It is better that they should have this training now than in later years, when important results depend upon their operations.

Written examinations may, in neatness, order, and skill in arrangement, answer the purpose of an exercise in composition.

An important advantage of this method is that it is impartial. The same test is applied to all the members of the class under precisely the same circumstances. All are placed upon the same basis, and the best method of ascertaining their relative standing is used. There is, too, a great saving of time. In an hour each one of the class can answer a given number of questions, many more than they could answer orally, and the teacher can look over and correct the written answers in much less time than it would take to ask and answer them orally.

The examination finished, the papers should be taken up for careful correction. It is well to examine the answer to a single question through all the papers before passing to another answer. The teacher fixes upon a standard of correctness for each answer; and having fixed it, it is easier to make all comparisons with it at once, while it is fresh in mind. Besides, there is less liability to variation in judgment than if the attention is called to the correction of the other answers on a paper before taking a second one. Practically, this method will save time.

If the answer be the solution of a problem, it is the practice with

some to mark it zero unless it be exactly correct, even though the principle of the solution be right. This is giving to an error in computation a greater importance than to the principle or method on which it is based. Besides being unjust, this practice discourages the scholar from any attempt at all. Many good examiners consider a solution one-half correct or more if the principle is right, though there be an error in application.

We will speak of oral examinations in a future number.

SOLUTIONS.—1. $\frac{1}{3} \div 4 = \frac{1}{12}$, = shrinkage in length of 1 yard; $\frac{1}{3} \times 40 = \frac{40}{3} = 13\frac{1}{3}$, = shrinkage in length in 40 yards; $40 - 13\frac{1}{3} = 26\frac{2}{3}$, = length in yards after sponging; 1 nail = $\frac{1}{16}$ of a yard. As the broadcloth shrank in width $1\frac{1}{2}$ nails upon every $1\frac{1}{2}$ yards, therefore it shrank 1 nail upon every yard in width, and upon $2\frac{1}{2}$ yards in width $2\frac{1}{2}$ nails. $2\frac{1}{2}$ nails = $\frac{2\frac{1}{2}}{16} = \frac{5}{32}$ of a yard. $2\frac{1}{2} - \frac{5}{32} = 2\frac{17}{32}$, = width in yards of the broadcloth after shrinking. $26\frac{2}{3} \times 2\frac{17}{32} = 81\frac{1}{2} \frac{8}{8}$ square yards of broadcloth after shrinking. $1\frac{1}{2} \div 20 = \frac{1}{8}$, = shrinkage in length of one yard of the flannel. $\frac{1}{2}$ nail = $\frac{1}{32}$ of a yard. $1\frac{1}{2} - \frac{1}{32} = 1\frac{15}{32}$, = width in yards of the flannel after shrinking. $\therefore 81\frac{1}{2} \frac{8}{8} \div \{ (1 - \frac{1}{8}) \times 1\frac{15}{32} \} = 71\frac{7}{8}$, = the number of yards of flannel required to line the broadcloth.

ARTEMAS MARTIN.

Also by O. S. W.

2. Answer, 6 cats.

3. $x^2 + y^2 = x^2 - y^2 \dots [1]$; $x^2 - y^2 = xy \dots [2]$.

Square [1], $x^4 + 2x^2y^2 + y^4 = (x^2 - y^2)^2 \dots [3]$; square [2] and transpose, $x^4 - 3x^2y^2 + y^4 = 0 \dots [4]$. Subtract [4] from [3], $5x^2y^2 = (x^2 - y^2)^2$. Take square root, $xy \times \pm \sqrt{5} = x^2 - y^2$. Substitute the value of xy from [2], $(x^2 - y^2) \times \pm \sqrt{5} = x^2 - y^2$. Divide by $x - y$, we have $(x + y)\sqrt{5} = x^2 + xy + y^2 \dots [5]$. Transpose [2] and subtract from [5], and we have $(x + y) \times \pm \sqrt{5} = 2xy + 2y^2$. Dividing by $x + y$, we have $\pm \sqrt{5} = 2y$. $\therefore y = \pm \frac{1}{2}\sqrt{5}$. Substituting this value of y in [2], and reducing, we have $x = \frac{1}{2}(5 \pm \sqrt{5})$. o. s. w.

Artemas Martin presents the following solution:

Transposing the second equation, $x^2 - xy = y^2 \dots [3]$. Multiplying by 4 and then adding y^2 to each side, $4x^2 - 4xy + y^2 = 5y^2 \dots [4]$. Extracting square root, $2x - y = \pm y\sqrt{5}$, or $x = y(\frac{1}{2} \pm \frac{1}{2}\sqrt{5}) \dots [5]$. Let $r = \frac{1}{2}(1 \pm \sqrt{5})$; then $x = ry \dots [6]$. Substituting in the first equation and reducing, we get $y = \frac{r^2 + 1}{r^2 - 1} \dots [7]$. But $r = \frac{1}{2}(1 \pm \sqrt{5})$, $r^2 = \frac{1}{4}(6 \pm 2\sqrt{5})$, and $r^2 = \frac{1}{4}(16 \pm 8\sqrt{5})$. $\therefore y = \frac{\frac{1}{4}(6 \pm 2\sqrt{5}) + 1}{\frac{1}{4}(16 \pm 8\sqrt{5}) - 1} = \frac{5 \pm \sqrt{5}}{2 \pm 2\sqrt{5}} = \pm \frac{1}{2}\sqrt{5}$. $x = ry = \frac{1}{2}\sqrt{5}(\frac{1}{2} \pm \frac{1}{2}\sqrt{5}) = \frac{1}{4}(5 \pm \sqrt{5})$.

PROBLEMS.—5. Find x , y , and z , from the following equations:

$$x+y+z=12; \quad x^2+y^2+z^2=56; \quad x^3+y^3+z^3=50816.$$

FRANKLIN, Pa.

ARTEMAS MARTIN.

6. (For mental solution.) What is the square of 68745?

O. S. W.

7. A man bought a horse for \$250. What must he ask for him, that he may take 10 per cent. less than he asks and yet gain 15 per cent.?

Wisconsin Jour. of Ed.

EDITOR'S TABLE.

EDITOR'S CHAIR.

OHIO.—Commissioner White will accept our thanks for copies of his Report. There is every indication that Mr. White is a live man, willing to work, and able to make his work tell on the condition and character of the schools. For the first time in the educational history of Ohio, he has secured returns from every township and school-district in the state.

We are assured in the Report that the schools of Ohio "have held their own during the past year, notwithstanding the adverse influence of the war." In the withdrawal of many energetic and promising teachers, the schools, especially in the rural districts, have suffered a loss, and there never was a time, probably, since the school-system was organized when teachers were so poorly paid. But in other respects there has been commendable progress.

All the school-houses and -grounds in Ohio are valued at \$6,168,786. Number of common schools, 11,661; high schools, 149—a little more than one for every ten townships. Whole number of youth between 5 and 21 years of age, 938,972; number of pupils enrolled during the year, 694,920; average daily attendance, 399,256, or 57 per cent. of those enrolled; average wages of male teachers in common schools, \$28.25 per month, in high schools, \$62.87; of female teachers in common schools, 17.95, in high schools, \$34.81. These averages show, as the commissioner thinks, a very poor rate of compensation, and we surely agree with him; but the average in Illinois, which for male teachers in *all* schools is only \$30, is but little, if any, better. The degree of changeableness in the teacher's position in Ohio is shown by the fact that where 20,658 persons have actually been employed during the year, only 13,000 persons would be needed if there were no changes. Only 3430 persons taught the same school during the year.

Several items in these statistics remind us very forcibly that Illinois is close upon the heels of Ohio in population and wealth.

CALIFORNIA.—The *California Teacher* for January is taken up by the Annual Report for 1863-4 of the Superintendent of Public Instruction, John Swett, who is also an editor of the *Teacher*. From this report we make a few extracts. The total expenditure for support of schools during the year was, \$655,000, of which over \$411,000 was paid to teachers. The average monthly wages paid to male teachers was \$78.88; to female teachers, 54.91; the total number of schools was 832, showing an increase of 78 over last year. The average length of time during which the schools were kept open was five and nine-tenths months. The total number of white children between four and eighteen years of age was 86,881; the whole number enrolled on the registers of the public schools was 47,588;

but the average attendance was only 24,704; the number of children attending private schools was 11,359. The State Normal School has had during the year 92 pupils, of whom only six were young men. 85 new school-houses have been erected during the year. Mr. Superintendent Swett says a good word about cheap teachers: "It is vain to expect to have an efficient system of schools taught by *cheap teachers*. So long as trustees believe it to be the most important part of their duty to pay the very lowest salary that will keep body and soul together, just so long must our schools be taught by raw recruits and unfledged pretenders." In conclusion, he speaks hopefully of the future: "The real progress is not shown by the statistical tables. The employment of better teachers, the use of better text-books, the circulation of school-documents, the deeper interest on the part of parents, and a more positive public opinion in their favor, have made the schools far more effective, even though little more money has been expended. Next year, if the state is blessed with a season of ordinary prosperity, with an increased revenue from taxation, I am confident the public schools will show an advancement which will fully equal the expectations of the most sanguine."

The Superintendent of Public Instruction in California has an almost herculean task before him; but, from the energy and discretion shown by the present incumbent, it is evident the people have put the 'right man in the right place'.

PENNSYLVANIA.—*Report of Superintendent of Common Schools.*—The total amount expended in the state, including Philadelphia, during the year ending June, 1864, was \$8,218,355.79. The whole number of schools was 12,932; the whole number of pupils, 709,930; average attendance, 406,065. The average length of term was six months. The average cost of each pupil per month was sixty-two cents. The whole number of teachers employed was 15,907. The average pay per month outside of Philadelphia was, to male teachers \$25.42, to female teachers \$20.16—an increase of only eight per cent. upon the pay of the previous year.

District institutes were held in 1,124 districts, or nearly two-thirds of the whole number in the state. The three normal schools of the state are reported in a flourishing condition, but no statistics are given. The Superintendent recommends an appropriation for them of \$10,000 for the current year, and that three new normal schools be established.

NEW YORK.—**TEACHERS' INSTITUTES.**—For reasons incident to the state of the country, the attendance at the institutes has not been so large the current year as it was last, but there is generally reported an increase of interest in the exercises, and more thorough and practical instruction. Institutes have been held in 48 counties. The whole number of teachers in attendance has been 7,221; aggregate days' attendance, 57,268.

ST. LOUIS PUBLIC SCHOOLS, 1863-4.—Under the able superintendence of Mr. Ira Divoll, the schools of St. Louis are prospering finely, in spite of disturbing influences resulting from the war. There is in operation a complete system of graded schools and a normal school. In the high and normal schools a small tuition fee is charged to those pupils who are able to pay; all the other grades are free. The total value of property used for school-purposes is nearly \$500,000. The whole number of pupils enrolled during the past year was 12,152: of these 261 were in the high school, and 59 in the normal school. The total cost per pupil on average number belonging was, in the normal school \$71.88, in the high school \$54.88; in the other schools about \$12.50. The average salary paid to each male teacher was \$1,522.22; to female teachers, \$583.53.

"BLUE HEN'S CHICKENS."—We have long known that the people of 'Little Delaware' were called 'Blue Hen's Chickens', but could not tell why. Rev. Dr. Combe, of Philadelphia, a native of Delaware, furnishes the explanation, as follows: "In olden time there was in that state a breed of fighting-cocks noted for their pluck and endurance. They never knew when they were whipped, but would fight on as long as there was a feather left. The only account of

the origin of this breed was that they sprang from a blue hen. In the Revolutionary War Delaware furnished a regiment of soldiers which, in numerous marches and battles, became distinguished for persistent bravery. On this account they came to be called the 'Blue Hen's Chickens'. The name, thus becoming an honorable one, was afterward assumed by the people of the state."

THE ATLANTIC MONTHLY, FEBRUARY, 1865.—The *Atlantic*, whose buff exterior and clear type are known and read in so many households, East and West, brings this time quite a varied entertainment. All its departments—'Literature, Art, and Politics'—are well filled.

'The Pleiads of Connecticut' is a lively and not very reverential account of the seven poets who sung immortal numbers, as they thought, and admired each other during the latter part of the last century in that little practical state. 'Memories of Authors' is this month a sketch of Coleridge; interesting, as such familiar pictures of distinguished men always are; this article also contains much that will be new to most of its readers. Mrs. Stowe has in her 'Chimney-Corner' a sermon on little foxes, which contains, if not much dogmatic theology, certainly much which is practical enough for the home and the kitchen. 'The Mantle of St. John de Matha' is another of Whittier's faith-inspiring war-pieces. In our Quaker poet's hands the pen is indeed mightier than the sword. The few lines called 'The Old House' will touch a tender chord in the heart of every reader who is far away from 'the scenes of his childhood'. Ik Marvel begins a new story, 'Dr. Johns', in this number; 'Needle and Garden' is continued; the rambling off-hand record of a trip to Labrador, 'Ice and the Esquimaux', is concluded. The lover of art will read with interest 'Our first great Painter and his Works', which gives some pleasing reminiscences of Washington Allston, and a description of many of his paintings; and also 'Harriet Hosmer's Zenobia'. The article 'Roger Brooke Taney' is a criticism upon decisions and theory of our late Chief Justice with regard to the Negro. 'A Fortnight with the Sanitary' shows how much good the money so freely given by those who stay at home is doing our soldiers in the field and hospital, and how much room there is still for the same kind of doing-good. We are always glad when we see in book-store windows the notice of a new *Atlantic*, for then we know there is a treat for us at hand.

LOCAL INTELLIGENCE.

FIFTH BIENNIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE STATE OF ILLINOIS.—This document, recently presented to the legislature by Hon. J. P. Brooks, is now before us. It is well prepared and full of valuable information. It touches upon all the educational interests of the state. Its recommendations are well and pointedly presented, and are all, we believe, in accordance with the most enlightened educational views of our time. Among the topics discussed in it are 'The causes that have retarded the progress of school-system'; 'Number of school-going children—Attendance'; 'Teachers—the efficiency of Women as Instructors'; 'County Superintendency—Salary—Tenure of office'; 'School-Commissioners' Convention'; 'County Teachers' Institutes'; 'State Teachers' Association'; 'Normal University' (including Reports of Board of Education and of Principal); 'State Industrial University'; 'State Orphan School'; 'School Loans'; 'State Superintendency'.

In the discussion of each of these topics we find exhibited just views, and a warm and enlightened interest in the great cause of popular education.

The statistical tables of the two years, 1863 and 1864, exhibit a good degree of improvement. The number of pupils in the public schools advanced from 546,925 in the former to 578,976 in the latter. Total amount paid for teachers' wages has advanced from \$1,432,952 to \$1,611,003; average wages of male teachers from \$26 to \$30 per month (not quite as rapid as the advance in gold);

of female teachers, from \$17 to \$19. Total amount paid for all school-purposes has advanced from \$2,054,598 to \$2,460,510.

We can not allow this opportunity to pass without entering our testimony in behalf of the efficiency, honesty, and fairness, with which the retiring Superintendent has discharged the duties of his office. During his two years of service we have been constantly brought into more or less intimate relations with Mr. Brooks, and we believe not only that he has had the good of the cause of education at heart, but that he has also exhibited a keen appreciation of the best measures to be used for promoting it. He has been, in our opinion, a faithful and successful school-officer.

DIXON TEACHERS' ASSOCIATION.—The first meeting of the season was held on Monday evening, January 23, before a crowded house. Essay by Mrs. Flagg—'A Chapter of Experiences, or Two Sides to a Story'. Report of High School, by E. C. Smith. A juvenile class was heard by Miss Swinburne, in Arithmetic and Spelling. An essay on 'Discipline', by J. V. Thomas. Good singing opened and closed the exercises, and the audience separated in a happy frame of mind. Next meeting in three weeks.

Our second meeting was held on Monday night, February 13, before a large and brilliant audience. Exercises opened with a quartette, sung by Misses Goodno, and Messrs. Brubaker and Southworth. Mr. Thomas followed with a reading-class in Parker and Watson's Fourth Reader, and Miss Gardner with a class in Grammar, both parties acquitting themselves very creditably. Essay by W. W. Davis—'My Early School-Days'. Class in Subtraction managed by Mrs. Flagg. The little fellows charged the boards, and maintained their position, by planting their colors on the enemy's works. Mr. Smith gave us a neat disquisition on Astronomy, alluding in striking terms to some of the grandest features of the noblest of the sciences.

W. W. DAVIS, Secretary.

DECATUR.—Friend Gastman, of Decatur, in the *Gazette* of February 17th, talks a considerable amount of good sense to the people of that city on the necessity of more school-houses for the accommodation of their children. Educational matters have made great progress in Decatur during the last five years. On the 18th of February the directors raised the salaries of all the teachers, superintendent included, from 25 to 33 per cent. This good work should go on. There is no class of persons so poorly paid at present, every thing considered, as teachers. Their salaries have really depreciated in proportion to the rise in gold. In the name of the fraternity, therefore, we thank Brother Gastman for inducing his people to set so good an example. The schools have also been recently organized under a new charter enacted by the legislature. There is a prevalent suspicion that Friend Gastman is a very efficient school-officer: indeed many think it could be easily proved upon him.

CHANGE.—Our and the reader's good friend, W. W. Davis, intends on the first of April to take charge of the school in the Third Ward in Sterling, after two years' service in Dixon. His correspondents will govern themselves accordingly. We believe we violate no confidence when we say that our friend's social relations are such that there is an eminent fitness in his receiving postal favors from such ladies as are willing thus to mitigate his loneliness. We are happy to announce that our readers are to continue to enjoy Mr. D.'s acquaintance in print.

MISS EMMALINE DRYER, late Principal of Ewing Seminary, at Knoxville, Illinois, has recently entered upon her duties as instructress in the Normal University. She brings to her new position an earnest purpose, extensive and thorough preparation, and a successful experience; and there is every reason to expect for her a degree of success befitting the important place to which she has been appointed.

W. H. WELLS, Esq., has been unanimously elected a member of the Chicago Board of School-Inspectors. In the selection of Mr. W. the authorities exhibit a disposition to avail themselves of the best educational experience and ability

for the management of their school-system. Few—very few—men in the United States are so well informed upon educational matters as Mr. Wells. He knows men, methods, and systems, so thoroughly and so minutely as never to be at a loss for a precedent. And his knowledge has been made most practically useful. Whatever position has been assigned him—and he has occupied some very important and responsible ones—has always been well filled, and its duties efficiently performed. His knowledge, extended and minute as it is, has not overloaded his judgment. We confess that we regret exceedingly to part with him as an active educator, and rejoice that he is still officially connected with this important interest, not only as an Inspector of Schools in Chicago, but also as a valued member of the State Board of Education.

NORTHWESTERN SANITARY FAIR.

We call the attention of the teachers and friends of education in Illinois, who love their country and its brave defenders, to the following circulars. The enterprise of a sanitary fair is especially called for at the present moment. We are just coming to the awful death-grapple with the great rebellion. It has been foiled in one after another of its nefarious schemes, and is now hemmed in on every side, and apparently doomed to certain and immediate destruction. But it is evidently gathering up its powers for a last and most terrible resistance. The boys in blue have no child's play before them. We believe they will be victorious, for we believe the right will triumph. But who can tell at what cost of life and limb? More homes must be made desolate. Thousands of hearts must bleed anew with the keenest anguish, in order that our country may stand fully vindicated before the world, and be free to enter upon her glorious career of justice, freedom, and philanthropy. But the end is worth the sacrifice. And let us, who, during the conflict, sit peacefully around our hearths, and rejoice over victories won by our brothers in the field,—let us thank God that we too are permitted to do something,—though how little in comparison,—toward accomplishing the great result.

While we write, the news comes that Charleston is in flames, and that, too, by the hands of the very men who hatched this treason! Truly, 'whom the gods would destroy they first make mad'. The wrath of man is made to aid the cause of truth, and the remainder, we fully believe, will be restrained. Who needs more encouraging omens? Let us, then, betake ourselves to the work of providing for the sick and wounded of our victorious armies; let us do it quickly, or the opportunity, to us, will be lost. Most of all, let the free schools, whose very life is involved in the struggle, do all they can for an object so worthy.—ED. TEACHER.

CHICAGO, FEBRUARY 6TH, 1865.

To the Superintendents, Teachers and Pupils of the Public Schools of the Northwest:

A Great Sanitary Fair is to be opened in the city of Chicago, upon May 30th, 1865. The Executive Committee having it in charge have determined to open a PUBLIC-SCHOOL DEPARTMENT, and have appointed the undersigned the Special Committee to take charge of this Department.

Teachers and pupils of the public schools are found upon every battle-field, in every camp, and in every hospital in our land; they need the sympathy and the contributions of their fellows at home. Every child in the schools of the Northwest can minister to the comfort of a sick or wounded brother in the army.

No articles will be exhibited in this department of the fair except such as are contributed by school-children or their teachers.

Any article, of the most trifling value, that comes from the willing hand of a warm-hearted child, will be welcome. Let each child devise something that shall be attractive, and it will meet with a ready sale.

Each state represented in the exhibition may have a separate table, if desired,

under the management of the committee to be appointed by the member of the general committee from that state.

Each member of the general committee will act as chairman of a state committee, to be designated by himself.

Cities or counties designing to contribute may correspond with the members of the committee from their own state; or, if preferred, directly with the chairman of the general committee.

It is hoped that all who may receive this circular will at once set about preparing articles for the fair.

Let superintendents and teachers aid by contributing one day's salary.

All moneys may be remitted through the member of the committee of each state contributing.

To save expense, it will be better that articles contributed be boxed and sent directly to Chicago, plainly marked, "Public-School Department of Sanitary Fair, Northwestern Sanitary Commission Rooms, 66 Madison street, Chicago."

If at the time the articles are shipped a notice of shipment be sent to the chairman of the committee, he will see that the articles are disposed of in accordance with the wishes of the donors.

As the schools of many of the villages will hold exhibitions at the close of the winter term, the committee would suggest that a small admittance fee be charged, and the proceeds given to the Sanitary Fair; or, if desired, special exhibitions be given with this end in view.

A very trifling gift from each school-child in the Northwest will, in the aggregate, make a munificent donation to the Sanitary Fair.

Committee: for the city of Chicago, J. L. Pickard, R. Prindiville, W. H. Wells; for State of Illinois, Hon. N. Bateman, Springfield; for State of Wisconsin, Hon. J. G. McMynn, Madison; for State of Iowa, Hon. O. Faville, Des Moines; for State of Indiana, Hon. Geo. W. Hoss, Indianapolis; for State of Michigan, Hon. O. Hosford, Lansing; for State of Minnesota, Hon. R. Blakely, St. Paul.

P. S.—The 'American' and the 'United States' Express Companies have agreed, through their agents in Chicago, Messrs. J. D. Colvin and J. C. Fargo, to transmit to Chicago, free of expense, all contributions to the fair not exceeding sixty pounds in weight.

OUR BRAVE BOYS IN BLUE! GOD BLESS THEM!

To the Superintendents, Teachers and Pupils of the Public Schools of Illinois:

A great Sanitary Fair is to be opened in the city of Chicago, May 30, 1865. A new and interesting feature will be a PUBLIC-SCHOOL DEPARTMENT, in which no articles will be exhibited except such as are contributed by school-children, or their teachers and superintendents.

THE STATE COMMITTEE, to organize and carry out a system of efforts in behalf of this department, is composed of the following gentlemen:

John F. Eberhart, Chicago, first district; W. A. Jones, Aurora, second district; W. W. Davis, Dixon, third district; Alex. M. Gow, Rock Island, fourth district; S. M. Etter, Galva, fifth district; J. M. Day, Marseilles (LaSalle county), sixth district; T. R. Leal, Urbana, seventh district; D. Wilkins, Bloomington, eighth district; Jon Shastid, Perry, ninth district; O. S. Cook, Bunker Hill, tenth district; W. I. N. Fisher, Effingham, eleventh district; J. A. Hamilton, Sparta, twelfth district; Wm. H. Hathaway, Caledonia, thirteenth district.

CORRESPONDENCE.—Persons desiring information may address any member of the State Committee, and members of the committee will obtain all necessary information by addressing Hon. J. L. Pickard, Chairman of the General Committee, Chicago, Illinois. Communications received by the undersigned will also be promptly answered.

HOW TO FORWARD CONTRIBUTIONS.—All articles for the Fair, except money, should be boxed and sent direct to Chicago, plainly marked, thus: "Public-School Department of Sanitary Fair, Northwestern Sanitary Commission Rooms, 66 Madison street, Chicago."

Boxes or packages for the Fair, not exceeding sixty pounds in weight, will be transmitted to Chicago, by the express companies, free of expense. Articles may be sent *at any time*, and whenever a box or a package is shipped, Mr. Pickard should be informed of the fact, by letter, and he will immediately acknowledge receipt, and dispose of the articles in accordance with the wishes of the donors.

Donations of *money* for the Fair may be remitted to the undersigned, who will acknowledge receipt by return mail.

WAYS AND MEANS.—1. *School Exhibitions.*—Let every school in the state, as far as practicable, hold an exhibition at the close of the winter term, and charge a small admittance fee, and give the proceeds to the Fair.

2. *Tableaux.*—In many places an exhibition of tableaux would prove an attractive and sure mode of raising funds for the Fair.

3. *Mite Societies.*—Where neither of the foregoing plans is practicable, let *mite* societies be formed, one in every school-district or neighborhood, to meet weekly, from house to house, and let each pupil contribute his mite—five or ten cents, any sum, however small. These societies may also be formed in places where exhibitions, etc., are held, as additional means of raising funds.

4. *One Day's Salary.*—For teachers, no more simple and effective plan can be devised than to contribute one day's salary to this object. Most teachers can do this without inconvenience—many have already done so.

5. *Handiwork.*—The taste and skill of the school-girls, inspired and directed by their teachers, will devise and execute innumerable miracles of ingenuity, use, and beauty, to deck the tables of the Fair, the sale of which will add largely to the receipts.

NECESSITY OF ORGANIZATION.—Nothing can be done without earnest organized effort. Let every one who receives this circular begin at once to plan, consult, and act. Let school-exhibitions, mite societies, etc., be immediately commenced and earnestly prosecuted. Let loving hearts at once set in motion busy fingers all over the state to prepare articles for the Fair. Organize without delay, in every county, town, and school-district, and let the good work go bravely on.

NOTHING WILL BE REFUSED.—Let no one say that, because he can do but little, he will do nothing. The most trifling article—the smallest sum of money—will be gratefully received. A *little* from *all* is better than *much* from a *few*. Remember the Master's blessing upon the widow's mite. That blessing will follow the humblest school-child's little gift, as surely as the richest offering of the affluent.

THE OBJECT OF THE FAIR.—It is to obtain the means to save the lives, restore the health, minister to the comfort, and cheer the hearts, of our wounded, sick and suffering soldiers. And who are these brave men? Go to the home bereft and desolate, and inquire. They are our fathers, brothers, and friends. "Teachers and pupils of the public schools are found upon every battle-field, in every camp, and in every hospital in our land: they need the sympathy and the contributions of their fellows at home. Every child in the schools of Illinois can minister to the comfort of a sick or wounded brother in the army." We think no sacrifices too great for the comfort of suffering loved ones at home. Shall not those who are languishing in distant hospitals—dying among strangers—deprived of every luxury—with no gentle hand for the aching head—no kind voice for the sad heart—shall not these have our loving care too? Do you say, kind reader, "I have no father, brother, or friend, who is thus in need"? but every one of these brave suffering men is *some body's* father, brother, or friend, and as dear to them as yours to you.

Another campaign has already begun, destined, probably, to be the most terrific and sanguinary of the war. There is no time to be lost. The Sanitary Commission, the most beneficent organization in the world, pleads for the means to prepare for the tremendous conflict—to hurry forward supplies for those whom every battle will stretch wounded and bleeding upon the field. We must not, we will not, let that plea be in vain. Teachers and pupils of Illinois, let us remember our comrades on the battle-field; let us labor cheerfully, unitedly, and persistently, for the public-school department of the Great Sanitary Fair.

NEWTON BATEMAN, Chairman State Committee, Illinois.

SPRINGFIELD, ILLINOIS, FEBRUARY 30th, 1866.

SCHOOL LAWS AND DECISIONS.

IN PURSUANCE of the purpose and plan publicly announced just previous to my retirement from office in 1862 (which purpose the pressure of other duties has hitherto prevented me from executing), I have prepared a little volume, with the above title, for the use of School Officers, Teachers, Attorneys, and all others concerned in our Common Schools and School System, which will now be issued, in the hope that it may contribute to their convenience, and aid them in the discharge of their perplexing and responsible duties.

The publication is the more important at this time, as the recent changes in the School Law have rendered many former decisions and instructions inoperative and void.

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There is no such thing as an upper and under part of the earth. Turn the Globe until the Island of Sumatra is nearly under the brass meridian, and place on the equator, in that island, an object representing one of its inhabitants; and place another object, representing an inhabitant of South America, on the Equator a little to the east of Quito. Each will be attracted more powerfully toward his antipodes, because there is the greatest mass of earth under his feet in that direction. It is evident, therefore, that every body on the surface of the earth is attracted toward the centre, or rather toward the antipodes of that body; for the whole earth is the attracting mass, and not some unknown substance placed in the centre of the earth. Now, if we turn the Globe half around, as our earth turns in twelve hours, the inhabitants of Sumatra and South America will change places; the next half-revolution will bring them back to their original positions. It is evident that when it is noon with the inhabitant of Sumatra it is midnight with the resident of Quito.

The rotation of the earth causes the vicissitudes of **DAY AND NIGHT**. Place the Globe due north and south, upon a horizontal plane, so that its north pole will point due north, and the poles, meridians, parallel circles, tropics, and all the circles of the Globe will correspond with the same imaginary circles in the heavens, and each point, kingdom and state, will be turned towards the real one it represents. Bring the place in which you are situated on a line with the brass meridian, and then the Globe will correspond in

every particular to the situation of the Earth itself. Allow the sun to shine on the Globe, and one hemisphere will be illuminated, and the other will be in the shade. Thus, at one view, may be seen all places on the earth which have day, and those which have night. Place one of the magnetic objects, representing a man, in the middle of the illuminated hemisphere (which must, of course, be on the parallel of the sun's declination for the given day): it will cast no shadow, as it shows that the sun is vertical at that point; then place objects on a line from this point to the north and south. They will represent inhabitants living in the meridian of the place where the sun is vertical, and they will all have noon at the same time. Place objects to the west of this line, and they will have morning; place them to the east, and they will represent those who have evening. Place objects on the circle which is the boundary between light and shade, to the westward of the meridian where the sun is vertical, and they will represent inhabitants who see the sun rising: place them in the same circle to the eastward, and they will represent those who see the sun setting. Those objects toward the north of the circle which is the boundary between light and shade will represent inhabitants who see the sun to the southward of them in the horizon, and their shadows will be cast toward the north; and those objects to the south will represent those who see the sun in a similar manner to the north of them, and their shadows will be cast toward the south.

Place an object representing, for instance, an Esquimaux, at the North Pole, and, if it is in the sunlight, all places at the North Pole will have constant day, until the sun's declination north ceases, and the South Pole will be in constant night. If the Esquimaux, however, is in the shadow, then the South Pole will have constant day, and the North Pole constant night, until the sun's declination south ceases.

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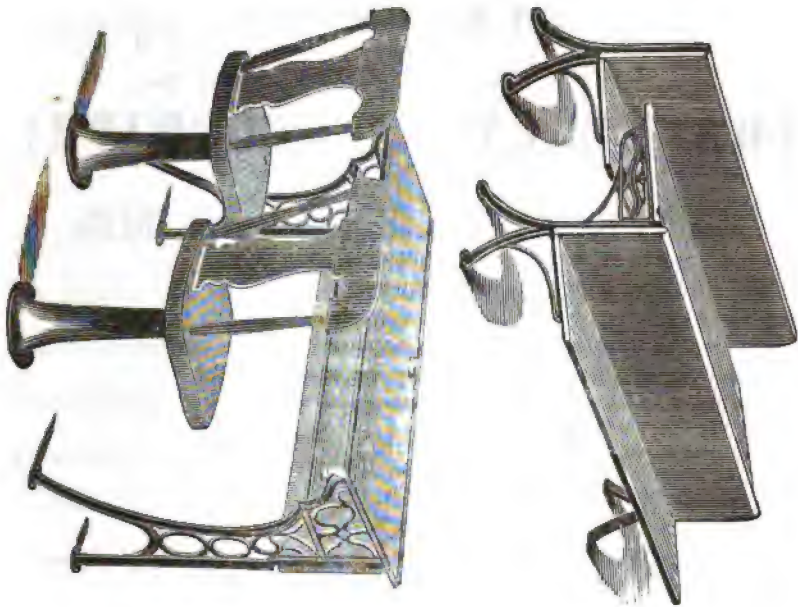
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"F. S. HEYWOOD, *Principal Ogden School, Chicago.*"

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FALSEHOODS EXPOSED:

OR THE

HARPER-WILLSON CRITIC CRITICISED,

IN THE MATTER OF

McGUFFEY'S READERS vs. WILLSON'S.

"An it should come to bloody gun and sword-fighting, we won't run, will we, Sir Lucius?"

THE Messrs. Harper, publishers of Willson's Series of Readers, have recently issued sundry pamphlets, which they have widely circulated, with the manifest design of impairing the popularity of McGuffey's Readers, thereby securing the introduction of Willson's Series into schools where McGuffey's books are now used.

These pamphlets have evidently been prepared by Mr. Marcius Willson, compiler of Willson's Readers; and they evince the modesty and honorable spirit of the man, in thus advocating the merits and urging the claims of his own books, while, at the same time, laboring to undermine and injure the reputation and character of a rival series. Mr. Willson seeks to elevate himself, by first pulling down all who stand in his way.

"As a wild Tartar, when he spies
A man that's handsome, valiant, wise,
If he can kill him, thinks to inherit
His worth, his beauty, and his spirit;
As if just so much he enjoyed
As in another he destroyed."

As an apology for his unprovoked and wanton attack upon McGuffey's Readers, Mr. Willson assumes that we are, in some way, responsible for a Report of the Text-Book Committee of the Board of Trustees of the Public Schools of Bloomington, Illinois, which Report severely and very justly criticised the plan and execution of Willson's books. We here assert that with the preparation of that Report we

had nothing whatever to do. We have no acquaintance with either of the gentlemen composing the Bloomington Committee, never saw them, never had a line of correspondence with them prior to the publication of the Harper pamphlets; nor since then, with the exception of a single brief note addressed to Mr. Hatch, chairman of said Committee, to which we received the following reply:

BLOOMINGTON, ILL., Dec. 24, 1864.

SARGENT, WILSON & HINKLE,

GENTLEMEN:—Your favor of the 21st inst., in relation to a Report on Willson's Readers, received. Never was a falser statement made than that you had any thing whatever to do, immediately or remotely, in preparing said Report, or that I had any interest, object, or desire to benefit your books by injuring Willson's. This attempt to make the Report yours in any degree or in any sense, and the personal attack on me, is a desperate dodge to lessen the weight of the criticisms, which they feel, on the whole, to be just.

Very respectfully, W. M. HATCH.

It seems that, upon a careful examination of Willson's Readers, the Bloomington Committee did not think them superior to all other Readers. Mr. Willson evidently thinks otherwise; and, hence, very naturally, is in bad humor over the Report of the Bloomington Committee.

The Harper pamphlets are largely devoted to the Bloomington Report. With this portion of these pamphlets we have nothing to do. The authors of that Re-

port are abundantly able to defend their views, and we leave to them the task of replying to Mr. Willson's strictures upon their condemnation of his Readers. (See pages 23—29.)

Not satisfied with simply defending his own books against the criticisms of the Bloomington Committee, and animated by gratuitous suspicions that we had something to do with the authorship of the Bloomington Report, Mr. Willson assails McGuffey's Readers, and, in no very amiable spirit, seeks to utterly demolish them. He misrepresents facts, fabricates false charges, and throws out base insinuations concerning ourselves, which are utterly at variance with that high, manly character which he has been supposed to possess. If he expects, by such a course, to win for himself and his books the favor and esteem of honorable men, he will be disappointed.

We purpose calling attention to a few of these false statements.

Mr. Willson says:

"The publishers of McGuffey's Readers have sent out several pamphlets, entitled the *Educational Bulletin*, which are devoted *exclusively* to letters or published articles, from teachers and others, denouncing the plan, objects, and character of Willson's Readers."

What! devoted *exclusively* to denouncing Willson's Readers? Please read the following, and see whether or not these articles are devoted *exclusively* to Willson's Readers:

From A. C. DUEL, *Supt. of Public Schools, Urbana, Ohio*.—I much prefer McGuffey's New Readers to Willson's Series. Some of the principal requisites of a good Reader, I conceive to be progressiveness, variety, and adaptation of the selections. These requisites McGuffey's Readers possess in a *high degree*, while, in my judgment, Willson's fail in each particular. As Readers, therefore, I give the preference to McGuffey's New Series.

From HON. E. H. BARNEY, *Supt. of Public Schools, Circleville; former State Supt. of Public Instruction, Ohio*.—If compelled to elect between Willson's Series of Readers and McGuffey's New Eclectic Series, I should unhesitatingly adopt McGuffey's. . . .

Willson's Third, Fourth, and Fifth Readers

meet with very little favor as works from which to teach reading. They are heavy, dull, monotonous in style and matter—the didactic being the leading feature. They lack variety, spirit, and vivacity—three things not to be ignored in making up a series of Readers for Schools.

From THEO. E. DAVIS, *Prin. of Grammar School, Circleville, O.*—It gives me pleasure to testify to the excellence of McGuffey's New Readers. I have used both Willson's and McGuffey's Series, and unhesitatingly pronounce in favor of the latter. The superiority of McGuffey's Readers seems to me to be this: The rules laid down for reading are much more simple, pointed, and forcible than those in Willson's Readers; and the selections for reading are *far better* calculated to carry out and render effective the intent of the rules.

What is the object of these articles? Manifestly,

1st. To give the opinions of practical educators as to the superior merit and adaptation to the wants of schools, of McGuffey's Readers.

2d. To show that teachers who have tested both McGuffey's and Willson's Readers in the school-room, much prefer the former series.

Mr. Willson adds: "Their [our *Educational Bulletins*'] *sole* object is, not to set forth the merits of McGuffey's Readers, but to write down, to crush out Willson's Readers." With such testimonials as to the superior merits of McGuffey's Readers before him, as the foregoing, how could this gentleman so misrepresent the facts?

DANIEL HOLBROOK.

Mr. Willson says: "The *manner* in which these letters were obtained, and the *false coloring* given to many of them, stamp these pamphlets as being deceptive and dishonorable in the extreme." And to illustrate, he publishes the following letter from Daniel Holbrook, of Rochester, in reply to one to him, making inquiry as to the genuineness of his opinion of Willson's Readers, which we had published in the *Educational Bulletin*:

"Your note has just been placed in my hands, and finds me on a sick bed. During

the past two years, while Superintendent of the Public Schools of Rochester, New York, I have replied to many, very many letters, mostly from teachers and officers, inquiring as to Willson's Readers, and I am confident that I never wrote an unfavorable letter in return. I know I have done your Readers some good in replying to such letters—never any harm.

"Your Readers were severely attacked recently at Altoona, Pennsylvania, and I defended them openly and heartily, if not powerfully. I have always done so, publicly and privately, as is well known. Some of the teachers in Rochester were opposed to your Readers when they were first introduced; but they have learned to like them, and they are now established there. In my late agency for another House, if I have had occasion to speak of your Readers at all, it has been uniformly in the highest terms in their favor.

"I have some recollection that the Publishers of McGuffey's Readers wrote to me, inquiring how the Rochester teachers liked Willson's Readers—a private letter, I think they said, without any design of using my reply. What they have published seems to have been culled from my reply as to the opinion of some of the Rochester teachers. Those Publishers and their Agents know what I think of your Readers; and they know that my views are most favorable to them. What they have published, unjust and unfair as it is, will not hurt your Readers in the least. It is one of the littlenesses of which some Publishers are guilty. You should not notice it; least of all, should you hold me responsible for a trick. Whatever my influence has been, and is, it never, in a single instance, has been exerted against your Readers, but always in their favor—most decidedly. I am too ill to write more. Respectfully,

"DANIEL HOLBROOK."

Willson adds: "We were not disappointed in receiving such a letter from Mr. Holbrook, for we knew he had been an earnest advocate of Willson's Readers from the beginning."

Below, we publish Mr. Holbrook's letter to us entire, giving his own italics. Please read it with care, then re-read his letter to the Harpers, and decide what credit Mr. Holbrook's statements are entitled to:

ROCHESTER, June 6, 1862.

GENTLEMEN:—Your line of the 4th inst. is duly received. Our teachers continue to use

Willson's Series, though much against their judgment. The 1st and 2d Readers are liked decidedly, but the 3d, 4th, and 5th Readers are as decidedly disliked. Now, if a paper setting forth the entire truth of our experience as to the practical use of Willson's Series here, can be of use to you, I am quite willing to furnish it. You observe that Willson's plan is not perceptibly developed in the 1st and 2d Numbers, and being a man of literary taste, judgment, and large experience, he made the little books really excellent. The work of the author is also admirably done in the 3d, 4th, and 5th Numbers, but the plan of these higher Readers is bad, and no learning or literary skill can make these books acceptable, without changing the plan. The Series, as such, is bad. Thanking you for kind words and wishes,

"I am, your ob't servant,

"DANIEL HOLBROOK."

Mr. Holbrook's letter is now in our possession, and is open to the inspection of any one who may choose to call upon us and examine it. If this be not satisfactory to Messrs. Holbrook and Willson, we propose to lithograph the letter, and give it a wide circulation among those acquainted with Mr. Holbrook's hand-writing, and then see whether or not he will have the hardihood to deny his own productions and signature.

The facts are these: In the spring of 1861, Mr. Holbrook, then in this city, stated to the Publishers of the ECLECTIC SERIES, that Willson's Readers were in use in the schools of Rochester, but were greatly disliked by the teachers; that they were desirous some other Series should be introduced in place of Willson's; and that he felt confident he could secure the introduction of McGuffey's Readers, provided they could be furnished in even exchange for those in use. After considering the matter, we decided to make no effort for our books in Rochester.

After returning to Rochester, Mr. Holbrook wrote us as follows:

"I am still of the opinion that McGuffey's New Series might be put in here, and now is the time, as favorable as any, to attend to it. The books would have to be exchanged free for Willson's. About 2000 1st Readers, 1500 2d, 3d, and 4th, 1000 5th, and 500 6th Readers would be

required to go round. If you feel like making the experiment, I will undertake it for you, *conditioned*, [We give Mr. H.'s italics] that if I succeed, you shall pay me *one hundred dollars*—if I fail, you pay me *nothing*."

Again, he wrote us:

"The names of the principals of our public schools are, E. Webster, M. D. Rowley, E. Knickerbocker, J. B. Beal, E. R. Armstrong, H. D. Vosburg, Thomas Dransfield, J. W. Adams, W. C. Pegles, M. S. Rawson, and E. S. Treat. The above are the principals of our Grammar Schools. Of the Intermediate and Primary Grades, ladies are principals. *These principals, male and female, agree that Willson's Readers will not do, and must be changed.* Messrs. Rowley and Armstrong are personally acquainted with McGuffey's Series, and urge us to secure their adoption here. It can be done, if you think best."

If Mr. Holbrook tells the truth here, "all the principals, male and female," of the Rochester schools, after fair trial of Willson's Readers, were unanimously agreed that they "would not answer, and must be changed." If these principals were not thus agreed, then Daniel Holbrook lied. Mr. Willson has thought proper to indorse and defend Mr. Holbrook. Which do you prefer to admit, Mr. W., that your friend Daniel is untruthful, or that your books were condemned by the united voice of the Rochester principals?

"A Daniel come to judgment! yea, a Daniel! I thank thee, Jew, for teaching me that word."

A few days later, Mr. Holbrook again wrote us:

"M. D. Rowley, E. R. Armstrong, and J. W. Adams, Principals of Public Schools here, have been appointed to select a series of Readers suitable to be substituted for Willson's in our Schools. If any thing is to be done in behalf of McGuffey's, it must be done immediately. It will pay you to put McGuffey in here. Once in, they will stay put. Our people are tired of change, and the books now selected will remain."

We have other letters from Mr. Holbrook of similar import, which can be published, if necessary, but these are red sufficient, at least, for the present.

It will be observed that Mr. Holbrook constantly urges upon us the removal of Willson's Readers, and the introduction of McGuffey's. This we declined doing, or in any way interfering with Willson's books in the Rochester schools.

We ask the candid reader to decide what Holbrook's opinion of Willson's books really was, or, for his honor as a friend of the Rochester schools, what it *ought* to have been, at the time he wrote the above letters. Either he was willing to sell himself to work against the best interests of the schools of his own city for the sum of *one hundred dollars*, or he believed McGuffey's Readers better adapted to the wants of those schools than Willson's. Take your choice, Messrs. Holbrook & Willson.

"A Daniel, still say I—a second Daniel!
Now, infidel, I have thee on the hip."

Mr. Willson charges, in the Harper pamphlets, that we have published a private, confidential letter, "written under a *special* promise that no public use whatever should be made of it." This is untrue. Our correspondence with Mr. Holbrook extended over several months, he urging us to employ him to remove Willson's books from the schools of Rochester, and we declining. Before Mr. Willson charges us with violating the sanctity of private correspondence, he will do well to consider his own flagrant recreancy to the obligations of private friendship, as evinced in the publication of the letters of Mr. Hough. (See p. 18.)

MR. COYNER.

Mr. Willson publishes, in the Harper pamphlet, a letter from Mr. Coyner, of Indiana, in which Mr. C. says that he prefers Willson's to McGuffey's Readers, although he *did* exchange the former for the latter, because (among other reasons) "the agent for McGuffey's Readers made no charge for the exchange." On the 19th of August, 1862, Mr. Coyner wrote us as follows:

"I am thinking of changing the Readers used in our school. We have been using Willson's. They are good, yet I would prefer

using McGuffey's. Will you furnish us two dozen each of McGuffey's New First, Second, Third, and Fourth, for introduction or exchange?"

And this is *all* he wrote: it is his letter entire. We replied, saying we would furnish him the books desired in even exchange for Willson's. In looking over testimonials as to the comparative merits of McGuffey's and Willson's Readers, we found Mr. Coyner's letter. As he stated that he "had been using Willson's Readers, but would prefer using McGuffey's," we very naturally inferred that he liked McGuffey's books best, and published his note in the *Educational Bulletin*. Was not the inference a legitimate one? Would not you have published such a letter, Mr. Willson, with the same understanding that we had; viz., that Mr. C. believed the books he solicited for introduction by even exchange for those in use, to be more meritorious and better adapted to the wants of his school than those he sought to displace?

PROFESSOR HAILMAN.

Mr. Willson charges us with having represented that Professor Hailman, editor of the *Kentucky School Visitor*, is author of the scathing criticism upon Willson's Readers, which appeared, a few months since, in that journal. We did no such thing. We stated very prominently, italicising the statement, that said criticism was from the *School Visitor*, edited by Professor Hailman. But as Mr. Willson has named Professor Hailman in this connection, we take pleasure in here publishing what he *does* think of Willson's Readers:

LOUISVILLE, KY., Oct. 8, 1864.

Willson's Readers do credit to the publishing facilities of the Harpers. As school-books, they manifest an utter ignorance of the first principles of education. As scientific text-books, which they claim to be to a certain extent, they do not deserve the shadow of reliance. . . . W. N. HAILMAN.

ABLE REPLIES.

Mr. Willson "commends to those interested the *able* reply to the criticism" upon

his Readers, published in the *Kentucky School Visitor*; and adds, "it seems that in whatever guise the principles involved in Willson's Readers are attacked, they now meet with ready and able defenders."

We commend the modesty of Mr. Marcius Willson, author of these Readers and the Harper pamphlets, in thus speaking of "able replies" written by himself, and "able defenders," of whom he is chief.

MR. WILLSON, "ABLE DEFENDER."

To explain: Some months ago, Hon. Oran Faville, State Superintendent of Public Instruction for Iowa, in answer to a letter of inquiry from a teacher, published his views concerning the merits of Willson's Series. In reply to this, Mr. Willson prepares an article defending and commending his Readers, sends it to Vinton, Iowa, to be remailed from that point, and forwarded to the *Iowa Instructor* for publication, *as coming from an Iowa teacher*. Mr. Briggs, editor of the *Illinois Teacher*, having examined Willson's Readers, and finding them pretentious, crude, and inaccurate, published his opinion of them in the August No. of the *Teacher*. "Able Defender" was on hand. An article was prepared in New York, dated Galesburg, Illinois, and forwarded to the *Teacher* for publication. We have seen the original manuscript of both these articles, and they are in the handwriting of Mr. Marcius Willson, A. D., ["able defender."] Whether or not he wrote the "able reply" to the severe, but very fair and just, criticism upon his Readers, which appeared in the *Kentucky School Visitor*, we are unable to assert positively; but we can say, for we know it to be true, that Mr. Willson wrote to a Cincinnati teacher, earnestly soliciting, as a great personal favor, that he would defend [*anonymously*, too; for this is the way the great "A. D." of Gotham writes up and "ably defends" his literary bantlings] his Readers against any criticisms which might appear against them in the *Visitor*. [See "A. D.'s" letter to Mr. Hough, page 20.]

It would therefore seem that Mr. Willson is in the habit of assuming the role of "able defender," puffing his own books with the fulsome zeal of an itinerant patent-pill peddler, and snarling and snapping at all who do not yield prompt and full adoration to his cunning handiwork.

Mr. Willson says: "We refer to the following hitherto unpublished testimonials to the merits of Willson's Readers. They are *such* testimonials as were never written for the Eclectic Series." We have only to say here that *we* do not write the testimonials for our own Readers. Should we ever be tempted to do so, we hope to have too much modesty to claim for the advertising puffs of our own works transcendent excellence.

OBSOURE TEACHERS.

Mr. Willson, "A. D.," says, in the Harper pamphlet, that "the testimony published in the *Educational Bulletin* would be *worthless* as an exponent of educational sentiment among *independent* educators." Again, "a few *obscure* teachers and a few officials have been found to say in these pamphlets that Willson's Readers are a total failure." Indeed! did Mr. Willson consider what he was writing? Did he intend deliberately to insult the teachers of the West by snarling and sneering at, and disparaging their worthy co-laborers, who for years have stood in the front rank of Western educators?

Obscure teachers? *worthless* opinions? What! the opinions of such men as Oran Faville, State Superintendent of Public Instruction, Iowa; H. H. Barney, former State School Commissioner, Ohio; Lyman Harding, Superintendent of Public Schools, Cincinnati; Alfred Holbrook, Principal of South-western [Ohio] Normal School; Perkins Bass, late President of Illinois State Normal University; S. A. Briggs, editor of the *Illinois Teacher*; W. N. Hailman, editor of *Kentucky School Visitor*; the opinions of these men, and such as these, *worthless*! And are they to be sneered at and stigmatized as *obscure* teachers, simply because they fail to find Willson's Readers possessed of those su-

perior merits claimed for them by their empiric compiler—one who, to paraphrase a great poet, seems to have been at a feast of the *sciences* and stolen the scraps.

"Science through him no longer is the same,
As food digested takes *another* name."

Upon learning that Mr. Wells, late Superintendent of Public Schools, Chicago; Mr. Edwards, President of the Illinois State Normal University; Mr. Bateman, State Superintendent of Public Instruction, Illinois, and other leading educators of the West [see letter of Rev. R. Andrus, page 22.] disapprove of the plan of his Readers, we have no doubt that "A. D." will promptly pronounce these gentlemen "obscure," and their opinions "worthless."

"PRODIGIOUS."

After the foregoing, we are prepared for "A. D.'s" announcement, that California adopted Willson's Readers, and that in the course of *one* year thereafter, "they were introduced into all her schools, except those of one city." What! introduced into *all* the schools of California, those of a single city excepted, in one year! Who that knows aught concerning the introduction of school-books believes this? We know of cases where agents for Willson's Readers have labored industriously for over two years, confining their efforts to two or three counties, and have succeeded in effecting only a partial introduction of these books.

SALARIED AGENTS.

"A. D." attempts a base deception in representing that, until recently, the Harpers have employed no agents for Willson's Readers. He says: "Why have Willson's Readers alone, which until recently have not had a single salaried agent to represent them," etc. For shame, sir! Right well do you and the educational public know, that for the past two years the country has been swarming with agents for Willson's Readers. They may be found in every State, in nearly every county of the West. We are assured that the Harpers employ one man whose chief business it is to look up and select suitable

parties to act as agents for Willson's books.

These agents are untiring, both in season and out of season, in their efforts against McGuffey's Readers, and for Willson's. They importune teachers, they worry and annoy school officers, they interest petty book-dealers, they hypercriticise McGuffey's books, puffing Willson's, *ad nauseam*, and slander and misrepresent the publishers of the Eclectic Series, with a fluency, hardihood, and unscrupulousness plainly showing that they have profited by the example and instructions emanating from *Franklin Square*.

But perhaps "Able Defender" will claim that these agents are not "salaried agents." Indeed! Do they work for nothing? Do they labor early and late, through pure, disinterested love for Willson's Readers, their compiler, or publishers? Surely this is a self-sacrificing age, and here are your genuine philanthropists, animated by a missionary zeal that would have done credit to Father Hennepin, Eliot, or Las Casas. But, no, responds the great "A. D.," our agents are not "salaried;" we pay them no money, only books. Pray, explain the difference between paying a man \$200 to work for the introduction of your Readers, or letting him have \$300's worth of books for \$100, the agent agreeing to render, in return, \$200's worth of agency labor.

Not content with misrepresenting our Readers and vilifying their publishers, these agents have sought to permanently exclude our books from the market, by exchanging Willson's Readers for McGuffey's with country book-dealers, exacting as a condition that the dealer should no longer keep our books for sale, thereby compelling the people to buy Willson's Readers.

"A. D." BECOMES INDIGNANT.

Mr. Willson does not like it because we re-introduce our books by even exchange into schools from which the agents for his Readers have removed them; and he works himself up to a refreshing state of indignation over what he is pleased to term the

"agency system of the McGuffey Publishers." And what has so provoked the bad temper of the scientific "A. D."? Simply this, and nothing more: we restore our books where they have been unfairly removed. The publishers of the Eclectic Series have not modified their "agency system," because of the advent of Willson's Readers. They are pursuing the same "even tenor of their way" that they have been pursuing for years, and they take pleasure in assuring "A. D." that they know of no good reason for changing their course.

A LINE NAILED.

Messrs. Willson & Harpers are remarkably proper gentlemen. They esteem it a great moral wrong to introduce school-books by even exchange—especially, where theirs are the books removed. They would have the public to understand that this is a method of introducing books entirely new to them; that it is unfair, disreputable, "mischievous, and false." But do they ever introduce books by even exchange? Have they ever removed McGuffey's books? One would suppose not from the tone of their pamphlets. To settle this question beyond all doubt, however, they say: "We have never given our Readers to schools in order to remove theirs, except in one retaliatory instance." Never given them but in *one* instance, and then in *retaliation*? Read the following, and decide what reliance is to be placed upon the statements of Messrs. Willson & Harpers:

INDIANAPOLIS, IND., Dec. 24, 1864.

MESSES. SARGENT, WILSON & HINKLE,

GENTLEMEN:—Your letter asking the terms upon which Willson's Readers were introduced into our schools has been received, and in reply I will say that *they were exchanged free of cost*. Yours, very truly,

A. C. SHORTEIDGE, Superintendent.

LEBANON, O., Jan. 15, 1865.

This may certify that McGuffey's Readers, which had been in satisfactory use, for ten years, in the schools of Lebanon, were removed by *even exchange* for Willson's Readers, in the fall of 1863.

WILLIAM ADAMS,
Late Member of School Board.

LEBANON, O., Dec. 23, 1864.

MESSES. SARGENT, WILSON & HINKLE,

GENTLEMEN:— . . . Willson's Readers were introduced into the Lebanon schools by even exchange for McGuffey's, then in use

Respectfully,
C. W. KIMBALL, Superintendent.

It is thus seen that notwithstanding "Able Defender" stoutly asserts that Willson's Readers have *never been given* in even exchange for McGuffey's in but *one* instance, they *were* given into the schools of Indianapolis and Lebanon; and they were given, not in retaliation for the removal of Willson's Readers from those schools, as "A. D." asserts, for McGuffey's Readers had been in satisfactory and undisturbed use in the schools of both these cities for many years. Here is a plain, clear case of downright falsehood on the part of the author of the Harper pamphlet. Mr. Willson has written history. The reliability of his historic compositions may be judged from his facility in "tangling truth," as illustrated in this and other instances we have pointed out in our rejoinder.

UNSOLICITED RECOMMENDATIONS.

Mr. Willson says: "In March, 1863, the State of Indiana officially adopted his Readers, *without any effort of the author or publisher to secure that end.*" Of course, the author and publishers did nothing, nor was it necessary, so long as their agent, Mr. J. J. Parsons, was on the ground, laboring untiringly for the recommendation of Willson's books. But the idea Mr. Willson seeks to convey is that his Readers were recommended without any effort having been made by any one in the interest of the Harpers to secure their recommendation. He desires to have it understood that his Readers are making their own way; that their intrinsic merits are so great and obvious as to *command* the favor of educators. In this connection, we invite attention to a letter from Mr. Willson to Mr. Hough (See p. 20), in which he says:

"If we can get the recommendation of the Association, we *could probably* get that of the

Board, and then Kentucky would be a good field for us. . . . If you can inform me of influential teachers in Kentucky, whose influence would be potent in the Teachers' Association, please do so, and if you can, in any way, influence matters there in our favor, I will reciprocate if ever opportunity offers."

It is thus seen that "Able Defender" is vigilant and active, anxious and ready to do any thing in his power to "get" the recommendations of Teachers' Associations and State Boards; and yet he would have us believe that it is only necessary that his Readers should be seen in order that they may be commended above all other school-books.

NO PROVOCATION.

Mr. Willson asserts, that "the publishers of McGuffey's Readers have received no provocation whatever from us; we have never attacked them nor any of their publications." We have now before us a pamphlet of 48 pages, issued by the Harpers in 1863, in which they seek by very unfair representations to injure the circulation and sale of McGuffey's Readers. This pamphlet was widely circulated throughout the West, *long before we had ever written and published one line of criticism upon Willson's books.* Indeed, until now, we have never published a line of our own criticisms upon Willson's Readers. We have published in our *Educational Bulletins*, but without note or comment, the opinions of educators and teachers who had examined and tested these Readers, and found them a failure. We did this, in order to meet the misrepresentations of the multitude of agents traversing the country in all directions, seeking to introduce Willson's Readers to the displacement of our own, and industriously engaged in distributing the Harper attack upon McGuffey's books.

We regret the necessity forced upon us of writing and circulating these pages. We are not the first aggressors upon any one; but we claim, and shall exercise, to its fullest extent, the right of self-defense when assailed.

M'GUFFEY'S READERS VS. WILLSON'S.

MR. WILLSON supplements his strictures upon the "Bloomington Report," with an article entitled "A BRIEF REVIEW OF M'GUFFEY'S READERS."

Unfortunately, so far as *accuracy* of statement goes, this brief review of our Critic is his, only in *arrangement*. The material for his warfare upon McGuffey's Readers, is not of his own collecting. His shot and shell are of Western manufacture. He evidently did not look well to the quality, though boastful of the *quantity* of his war munitions. After declaring the war defensive and not quite to his taste, he says: "We have received from a *Western teacher* a full set of McGuffey's Readers, *all marked up*, with criticisms of every conceivable kind, from which we make the following selections."

In answering this criticism, let us state the points which its author attempts to make against McGuffey's Readers. From a copy before us, we quote:

1. Inconsistencies in punctuation. See p. 8, par. 1.
2. Wrong use of hyphen in compound words. See p. 8, para. 1 and 2
3. Wrong syllabication and accentuation. See pp. 8 and 9, para. 4, 5, and 6.
4. Evidences of carelessness in compilation, as evidenced in grammatical structure, words misspelled, etc. See p. 9, para. 7 and 8.

These are all the points raised against McGuffey's Readers, by the Willson Critic. We can not resist asking right here, "Admit it to be true, that errors in punctuation, syllabication, etc., do occur in McGuffey's Readers, does this affect the *plan* of the Series? Are not such errors of the compiler and printer, easily corrected; and when corrected, what do Mr. Willson's criticisms amount to?" To quote from his pamphlet, are they not "*trivial criticisms*?" On the other hand, correct the *plan* of Willson's Readers, and they cease to exist as *Willson's Readers*!

Now, while we intend to show, that Willson's Readers are open to the *severest criticism* upon *all* the points where McGuffey's have been assailed, we wish it distinctly understood, that we do not mainly rest our condemnation of Willson's Readers upon these grounds. We aver, and with us a large majority of the best Educators of the country agree, that, to quote Mr. Daniel Holbrook,

I. "THE PLAN OF WILLSON'S READERS IS BAD,"

And until this "*plan*" is changed, "no learning nor literary skill can make these books acceptable."

This *plan*, to quote the author, "is to popularize to the capacities of children, the higher English branches of study." We answer, "Your plan, Mr. W., may be an admirable one, if well carried out, by which to teach the elements of the higher English branches, but is a very poor one by which to teach Reading."

(a) As evidence that Mr. Marcius Willson agrees with us regarding the failure of his "*plan*," let us state, that although a 6th and 7th Reader were, in 1860, "already considerably advanced," and were "to be issued without unnecessary delay," (see preface to Willson's 4th R.) these higher books have not yet made their advent; and,

we learn, are never to greet the expectant public. Let us see Willson's 6th and 7th Readers, Messrs. Harper! *

(b) We add the following, as significant evidence that the teachers and pupils of our Common Schools, for whom these "pearls at random strung" are collected, do not appreciate Mr. Willson's "science simplified:"

We are frequently called upon to exchange Willson's Readers for McGuffey's. Upon examination of Willson's Readers thus exchanged, we find that the pages containing the "science popularized" are generally unsoiled, while the few pages given to choice selections from standard authors, are soiled and thumb'd from use. Why is this?

2. TREATMENT OF ELOCUTION IN WILLSON'S READERS.

As the greater contains the less, the general plan of these Readers being "*bad*," we are not surprised to find them defective in detail. As the plan is, avowedly, "to popularize science," is it at all strange that *elocution* should have a secondary place in the Series? Or does Mr. Willson design to skeletonize *elocution* somewhere in his "promised" 6th and 7th Readers, as he has Philosophy, Chemistry, etc., in the lower books?

(a) Willson's Readers are very defective in the important department of *culture of the voice*. Until the 5th book is reached, there is not *one word* of instruction given, to either pupil or teacher, as to the proper method of using and strengthening the lungs and muscles of the chest, or of giving power and tone to the organs of speech, by breathings, exploding the vowel sounds, etc. In fact, save a few lines here and there found in this Reader, the whole subject of the means and method of vocal culture is practically ignored in Willson's Series of Readers!

(b) Willson's Readers give an undue prominence to "*Inflections*" in the elocutionary matter which they present. To show that we "speak by the card," we call attention to the following facts, gathered from a careful examination of these books; and which we ask our readers to verify.

Willson's Primer and First Reader are mostly made up of lessons requiring the use of the rising and falling inflections. Some entire lessons are composed of questions and answers. This feature is pushed to such an unwarrantable extent in these books, as to make them tiresome and very unsatisfactory to the child.

The 2d Reader contains about four pages of elocutionary matter, all of which is upon inflections.

The 3d Reader contains six pages of "Elements of Elocution," all of which, except part of one page, is upon *inflections*.

The 4th Reader contains *precisely the same* Elocutionary matter as the 3d, viz.: six pages, upon *inflections*.

The 5th Reader contains what the author styles "the Higher Principles of Elocution," in all, 27 pages of Elocutionary matter, of which 17 pages are given to *inflections*.

(c) Willson's Readers contain no rules or suggestions until the Fifth Reader is reached, upon Pitch, Force, Stress, Quality, Quantity, and Movement, each of which is certainly of equal importance with inflections. Why this neglect?

(d) The selections, especially in the 4th and 5th Readers, are mostly didactic, descriptive, or narrative. There is a dearth of the emotional or passionate, and the

*NOTE.—Since the above was written, we learn that Messrs. Harper have advertised that they will soon issue two *Intermediate* Readers of the Willson Series; one, intermediate between the 2d and 3d, the other, between the 3d and 4th Readers. Moreover, we learn through Willson's agents and other interested parties, that the "*plan*" of these Readers is to be changed, and that further "*simplifications of science*" need not be apprehended.

entire series is wanting in amusing and sprightly selections, while of the senatorial style, there are but two selections in the entire five books!

3. THE GRADATION OF WILLSON'S READERS.

Willson's 3d, 4th, and 5th Readers are, to a large extent, compends of scientific matter, adapted by the compiler to the place held in the Series.

We submit whether, if such matter were well adapted, it would be best for a reading book; but, unfortunately, the author's adaptation is too frequently an *adoption* of the language of the naturalist; even to the extent of using technical terms and the phraseology of science.

The 4th and 5th Readers are particularly objectionable in this respect. Let the reader look at the exposition of Natural Philosophy, 4th R., pp. 293 to 332 inclusive, and 5th Reader, pp. 317 to 356 inclusive; of Chemistry, pp. 415 to 442 inclusive; and Geology, pp. 462 to 488 inclusive! Yet this matter is not to be committed for a recitation in Natural Philosophy, Chemistry, or Geology, but is to be *read* as an elocutionary exercise!*

As a specimen of the *gradation* of these books, we refer to page 47, 1st Reader, where the pupil of 6 or 7 years, is to read "The Old Oak Tree;" and to page 135, 2d Reader, where the pupil of perhaps 8 years, is to read the selection commencing, "The world is full of beauty."

Mr. Marcius Willson descends from the heights of philosophic inquiry to the *bathos* of mediocre poetry, after the following amusing style. In his 5th Reader, p. 351, Mr. Maynard, the Willson philosopher, calls his class of students from the discussion of the principle, that "*The density and elasticity of air are directly as the force of compression*", to the recitation, by one of his student philosophers, of the nursery ballad,

"My kite! my kite! I've lost my kite!
Oh! when I saw her steady flight, etc."

4. THE ILLUSTRATIONS IN WILLSON'S READERS.

A casual observation will satisfy any one, that Mr. Willson drew largely on the accumulated wood-cuts of the Harpers, for the pictorial illustrations of his Readers.

It is evident that many of the lessons were written to suit the cuts; and not the cuts prepared for the lessons. Thus, in the 3d Reader, the "Stories from the Bible" are profusely illustrated with the same cuts we remember to have seen in the Quarto Bible, issued by the Harpers some years since.

These cuts are not amiss, as illustrating the Bible Stories. In most instances, they are admirable. Only when they are used to illustrate every-day scenes and incidents, they become ludicrous! The *oriental* seems scarcely fitted to the *occidental*. Often Mr. Willson seems to be at his wit's end to make his original matter and his borrowed illustration agree. His ingenuity in this direction is worthy of all praise. Let our readers take his Primer, 1st, 2d, and 3d Readers, note the character of the engravings for which Mr. W. was required to write a companion lesson, and he will turn away with no mean opinion of the author's ingenuity. Yet, sometimes the work is too much for even Mr. Willson. He can not make brick without straw! His

*NOTE.—We ask teachers to notice, particularly, the treatment of "Mechanical Powers" on p. 311, *et seq.*, of Willson's 4th Reader! What wonder that the Author, knowing that his 4th Reader would be put into the hands of pupils of the Grammar grades, should make, through his philosophical teacher, p. 307, 4th R., the following admission: "I am aware that the explanation I have attempted requires *more knowledge* of philosophy than I could expect from you now; and I do not suppose you to *understand* so difficult a matter clearly at present", etc.—If this matter is too difficult to be *understood*, ought it to be placed in a *fourth* Reader, Mr. Willson?

attempt to do so is sufficiently amusing. Note the lesson, 1st Reader, p. 79, where the scanty clothing of the main figure, is thus accounted for, naturally enough, by the accommodating author: "His legs and feet are bare; for he lives in a warm country, and he does not need *so many clothes* as we do!"

Just so, Mr. Willson, and a large number of your illustrations need the same special pleading, to excuse their appearance in your Readers. See illustrations, Primer, pp. 11, 20, 21, 29, 30, etc., etc.; 1st Reader, pp. 22, 23, 24, 46, 52, etc., etc.

Perhaps the finest success achieved in this direction by Mr. W. is on p. 30, 2d R. Here was a task from which a bolder man might shrink! Given a comic illustration from some humorous book of Eastern travel, in which a native is carrying a European across a brook. Mr. Willson is to "adapt it" to the juvenile comprehension; and his success is gratifying; for it shows that the true artist, out of the most meager materials, often achieves his highest successes. Mr. Willson thus seriously accounts for the ludicrous character of the illustration; "It is a *warm country* where these men are. We can tell that by the palm-tree which grows there. Palm-trees do not grow in this country."

"TRIVIAL CRITICISMS."

It is a noticeable fact, that the entire criticism made by the Willson critic against McGuffey's Readers, consists in what he is pleased to term "*trivial criticisms*."*

Adopting the same order and method used by Mr. Willson in criticising McGuffey's Readers, let us now proceed to an examination of Willson's Readers:

1. "INCONSISTENCIES IN PUNCTUATION."

In Willson's Primer, we find, on

p. 18, "See the boy."

p. 19, "See the old dog."

p. 21, "See my new top."

p. 20, "See the owl!"

p. 19, "How sly he is!"

p. 23, "Get up. Get up."

In Willson's 1st Reader, we find,

p. 3, "See the moon."

p. 27, "See how it curls."

p. 41, "See the boys run!"

p. 58, "See the sun rise!"

In Willson's 2d Reader, p. 41, we find, "John, John, come here, John." and p. 59, "Mary! Mary! there is a bug on you," etc.; p. 97, "What a fine old cow this is." Notice, also, confusion of punctuation of entire Lesson ix, p. 121.

We find "*O no*," the punctuation of which, in McGuffey's Readers, Mr. Willson criticises, written with every variety of punctuation.

Primer, p. 34, "O do let me see them!"—1st R., p. 17, "O no."—p. 44, "O, do come here!"—2d R., p. 134, "Bless the Lord, O my soul," etc.—3d R., p. 25, "O, bird of glad tidings!"—p. 59, "Oh, do not kill the child."—p. 72, "Oh fie, my little man!"—p. 151, "Oh bury me," etc.—p. 262, "oh! how wise."

See also 4th R., pp. 47, 52, 75, 83, 99, 112, 139, etc. In the 5th Reader it is "confusion worse confounded," we can not give a tenth part of our references. Let a few suffice. See pp. 35, 41, 50, 86, 104, 158, 160, 219, 311, etc.

On p. 20, Primer, we find, "Yes, it can fly," etc. and "Yes; it is a bee." On the same page, "No; not a bug," and p. 21, "No: do not do it." On p. 25, "Yes; I

* NOTE.—In the use of this term "*trivial criticism*," we quote Mr. Willson's pamphlet. We believe "*error*" never to be "*trivial*." Science should be exact. An error should never meet the eye of a child in a text-book. We desire to make McGuffey's Readers as nearly perfect as possible; and to this end would thank practical educators for suggestions. We can but feel grateful to Mr. Willson for pointing out the few errors in our Readers, which a diligent search has discovered.

can get up," etc. and "Yes, you may go", etc. On p. 40, "Yes; that will do." and "Yes, my doll," etc. In 1st Reader, compare the punctuation of "yes" and "no," pp. 18 and 21.

We hesitate to tax our readers with further examples of these loose, irregular, and novel methods of punctuation; but the 2d Reader, being a grade higher, it would seem the author aimed to make its punctuation a grade worse. A few illustrations: On p. 18, "Yes, Tip may play", etc. and "No; pigs do not eat hay,"—p. 27, "Yes; ons goose", etc. and "Yes, and I see", etc.—p. 39, "A barn, or shed." and, three lines below, "A basin or tub"—p. 70, "They are orphans, too." and, same page, "You can write letters too."

2. USE OF HYPHEN IN COMPOUND WORDS.

In his review of McGuffey's Readers, Mr. Willson gives a list of compound words, which, he states, both Webster and Worcester *consolidate*, but which McGuffey *separates* by the hyphen. We reproduce this list entire, and call attention to the astonishing *inaccuracy* of its statements.

We give the *three* authorities—Willson, Worcester, and Webster, using the *Revised Quarto Editions* of Worcester and Webster:

WILLSON.	WEBSTER.	WORCESTER.
blackboard	blackboard	<i>black-board</i>
kingbird	kingbird	kingbird
peacemakers	<i>peace-makers</i>	<i>peace-makers</i>
reindeer	reindeer	reindeer
birthday	birthday	birthday
honeycomb	<i>honey-comb</i>	<i>honey-comb</i>
livelong	livelong	livelong
playmate	playmate	playmate
dogstar	dogstar	<i>dog-star</i>
bloodthirsty	<i>blood-thirsty</i>	<i>blood-thirsty</i>
honey-suckle	honey-suckle	honey-suckle
something	something	something
spellbound	<i>spell-bound</i>	spellbound
coextensive	<i>co-extensive</i>	coextensive
reappear	<i>re-appear</i>	reappear

The above is a list of fifteen words, which Mr. Willson asserts both Webster and Worcester *consolidate*. The facts are, Webster writes 6 of these words with the hyphen; Worcester, 5; *both* Webster and Worcester, 3; and *either* Webster or Worcester, 8.

Now, Willson either had consulted these authorities which he cites, when he made the above statement, or he had not. If he had, he knew that his statements were *false*, when he wrote them! If he had not, he is guilty of both *falsehood* and *gross fraud*. He can take either horn of the dilemma that best suits him!*

Following this list, Mr. Willson introduces a second, with the following grand

* NOTE.—We have just received an exceedingly able critique upon Willson's Readers, written by Prof. S. S. Haldeman, of Columbia, Pa., author of the famous *Trevelyan Prize Essay*, in which it is shown that these Readers are as faulty in point of *scientific accuracy*, as is this Harper-Willson Critic in his acquaintance with the usages of Webster and Worcester.

Those who know Prof. Haldeman's reputation for accurate scholarship will weigh well his condemnation of Willson's Readers. He says, "It will have been seen that if these animadversions (or one-half of them) are well founded, the Series forms a mass of scientific charlatanism probably unparalleled in the annals of education, and the defects are of such a nature that to remove them, the books (except by a verbal fiction) would cease to be WILLSON'S READERS." See HALDEMAN'S "*Notes on Willson's Readers*," p. 21, par. 108.

flourish of trumpets as introductory. "The following compound words, which both Webster and Worcester, and *all good writers*, separate by the hyphen, McGuffey makes separate words of." Here follows a list of 30 words, in 8 of which Mr. Willson has either not consulted, or has *willfully* and *maliciously* misrepresented them. Following are the 8 words written by *either* Webster or Worcester *without* the hyphen, but which Willson asserts both Webster and Worcester write *with* the hyphen: *beechnut*, *appletree*, *beechtree*, *palm-tree*, *somebody*, *fireplace*, and *bookcase*; *roadside*, is not given by either, but both write *roadway* without the hyphen.

But not content with these two lists, Mr. Willson introduces a third, with this item of information concerning the practice of Webster and Worcester, and "*all good writers*:" "the following compounds, which both Webster and Worcester, and *all good writers*, separate by the hyphen, McGuffey *consolidates*." Fifteen words are given in this list. Can it be possible that Mr. Willson *designedly* misrepresents Webster and Worcester; not to say, "*all good writers*?" Is it not, rather, charitable to believe that he takes these words on the authority of "a Western teacher, who has marked up [Qy. What has he written himself *down*? See Dogberry.] a full set of McGuffey's Readers, with almost every conceivable kind of criticisms." Of the fifteen words given, we find that either Webster or Worcester *consolidates* *sundial*, *workhouse*, *moonbeams*, and *heirloom*. *Vineclad* is not found in Webster's Quarto.

We do not know whether the author has left for the 6th Reader of his Scientific Series, the consideration of a curious fish (of the order *Cephalopoda*, genus *Sepia*,) known to the naturalist, commonly called the *cuttle-fish*. This cunning fish, to hide itself from its pursuers, throws out a black liquor which darkens the waters around, and so conceals itself in a cloud of its own making. Mr. Willson seems to have made diligent study of the habits of this queer fish. He hopes to divert attention from the errors of his Readers, and, like the cuttle-fish, to hide himself in *his own ink*!

But we do not design to let him off thus. From a "full set" of Willson's Readers, we quote a few novel methods of writing compound words *adopted* by Willson, though *condemned* by both Webster and Worcester, if not "*all good writers*!"

	WILLSON.	WEBSTER.	WORCESTER.
2d R., p. 24,	<i>schoolmates</i>	<i>school-mates</i>	<i>school-mates</i>
3d " " 155,	<i>sea otter</i>	<i>sea-otter</i>	<i>sea-otter</i>
" " " 167,	<i>sea horse</i>	<i>sea-horse</i>	<i>sea-horse</i>
" " " 169,	<i>sea lion</i>	<i>sea-lion</i>	<i>sea-lion</i>
" " " 188,	<i>river horse</i>	<i>river-horse</i>	<i>river-horse</i>
" " " 217,	<i>musk ox</i>	<i>musk-ox</i>	<i>musk-ox</i>
4th " " 97,	<i>turkey buzzard</i>	<i>turkey-buzzard</i>	<i>turkey-buzzard</i>
" " " "	<i>carrion crow</i>	<i>carrion-crow</i>	<i>carrion-crow</i>
" " " "	<i>hawk owl</i>	<i>hawk-owl</i>	<i>hawk-owl</i>
" " " 100,	<i>firefly</i>	<i>fire-fly</i>	<i>fire-fly</i>
" " " 121,	<i>canary bird</i>	<i>canary-bird</i>	<i>canary-bird</i>
" " " 121,	<i>snowbird</i>	<i>snow-bird</i>	<i>snow-bird</i>
" " " 144,	<i>rock pigeon</i>	<i>rock-pigeon</i>	<i>rock-pigeon</i>
" " " 184,	<i>sweet flag</i>	<i>sweet-flag</i>	<i>sweet-flag</i>
5th " " 175,	<i>live oak</i>	<i>live-oak</i>	<i>live-oak</i>
" " " 187,	<i>tiger flower</i>	<i>tiger-flower</i>	<i>tiger-flower</i>
" " " 265,	<i>sea devil</i>	<i>sea-devil</i>	<i>sea-devil</i>
" " " 301,	<i>hedgerows</i>	<i>hedge-rows</i>	<i>hedge-rows</i>
" " " "	<i>bittersweet</i>	<i>bitter-sweet</i>	<i>bitter-sweet</i>
" " " "	<i>bindweed</i>	<i>bind-weed</i>	<i>bind-weed</i>

Willson often writes the same compound words differently in different places. Thus, we find in 1st Reader, p. 45, *screech-owl*, and 4th R., p. 97, *screech owl*; 3d R.,

p. 119, *wild-cats*, and p. 190, *wild boar*; 4th R., p. 78, *water birds* and *land birds*, and on p. 87, *wild-fowl* and *water-fowl*; same book, p. 225, *beach plum*, and, a few lines below, *sea-sand*; 5th R., p. 194, we have *harvest moon* and *harvest home*, and, on *same page*, *harvest-moon* and *harvest-home*.

On page 8, Harper-Willson pamphlet, we are informed that both Webster and Worcester, and "*all good writers*," divide *fire-place* and *day-time* with a hyphen; but on p. 485, 5th R., we find *fireplace*, and p. 133, 3d R., *daytime*, written *without* the hyphen.

Take a few more examples, which both Webster and Worcester, and "*all good writers*," agree should be written with the hyphen; but which Willson writes *without* it, thus: 2nd R., p. 109, *graybeard*; 3d R., p. 246, *seabirds*; 4th R., p. 78, *dissecting knife*; p. 79, *climbing hook*; p. 107, *red flowering*; p. 165, *swanlike*; p. 170, *parent bird*; 5th R., p. 199, we find *summer shower* without the hyphen, and p. 194, *autumn-breeze* with it.

3. SYLLABICATION AND ACCENTUATION.

Mr. Willson makes a most unfair and unjust criticism upon McGuffey's Readers in regard to Syllabication. He says: "Look on p. 97, 3d R., where *children*, *against*, *giant*, *going*, *something*, *along*, *another*, etc., are written *without* the hyphen; and *hanging*, *object*, *swinging*, *pillar*, *frightened*, *followed*, etc., are written with it;" and "so," exclaims this Critic, "all through the Third and Fourth Readers!"

Now, let us expose this poor attempt of Mr. Willson at fraud. A few words will suffice. In McGuffey's 1st and 2nd Readers, and until p. 85 of the 3d R., nearly *all words of more than one syllable* are divided by the hyphen. This is done to aid the young learner, in his first efforts at reading, and this is *distinctly stated* in the preface to the 2nd Reader. Again: on p. 85, 3d R., in a "Note to the Teacher," it is prominently stated, that "henceforth the hyphen is omitted in a *part* of the words of each lesson, as the pupil may now be supposed to be able profitably to commence reading *without this aid*. Its use will *gradually* be *discontinued*, until the progress of the learner may render it proper to dispense with it entirely."

Now, Mr. Willson either knew our practice in regard to syllabication by use of the hyphen, or he did not. If he did know it, by what name shall we characterize such baseness? But what if he did *not* know it, and relied upon a convenient "Western teacher," with his "full set of McGuffey's Readers *all marked up*" with such criticisms?

4. CARELESSNESS IN COMPILATION.

Mr. Willson cites, "as evidence of extreme carelessness," a very few instances of misspelled words. We have little to say of this kind of *mousing* criticism. We simply remark, that Willson's own books are not entirely free from objections upon this score. We find, for instance, 3d R. p. 70, the word *better* witten *bettter*; p. 130, 3d R., *hyena*, and p. 264, 5th R., *chimera*, written *hyana* and *chimara* [Latin]—forms sanctioned by neither Webster nor Worcester as *English* spelling. On p. 343, 4th R., we find *Judean*, and p. 349, *Judaan*; 5th R., p. 403, *suprising*; on p. 396, 5th R., *skiey*; p. 157, *beech* (a tree) is written *beach*; p. 291, *celebreteed*; p. 233, 3d R., *domicil*; p. 450, 5th R., *forbad*; 3d R., p. 193, the new word *inhumane*; and on p. 357, the obsolete form *withouten*.

5. GRAMMATICAL STRUCTURE.

Mr. Willson quotes instances of an incorrect use of "*as*" and "*into*" in McGuffey's Readers. The sentences quoted are: "You are not *as* big as I am (*so*);" "Her dog was not *as* big as a kid (*so*);" "Get *in* the bud (*into*)."

Truly, as the Harper-Willson critic hath said, and as many another hath said before, "They who live in glass houses should not throw stones!"

See Willson's 1st R. p. 23: "Are they *as* old as the old man?" (*so*); and p. 28,

"Could we work *as* well with one hand as with two?" (*so*); 2nd R., p. 113, "The birds sing *as* soon as it begins to be light." (*so*); and on p. 76, "*As* soon as the dogs were over," (*so*); p. 75, "But *as* soon as he was on the other side," (*so*).

On p. 34, 1st R., we find, "The men work to put the hay in the barn," (*into*); Primer, p. 21, "A fly got in it," the cup, (*into*); same page, next line, "I can put tea in it," (*into*); and on p. 24, "May I put the bee in my mug," (*into*).

Mr. Willson does not like the phrase in McGuffey's 5th R., p. 179, "*more* entire success." We are sorry; but would refer him to *Goold Brown's Grammar of Grammars*, p. 288, ob. 7, which reads: "The propriety or impropriety of comparing such words is to be determined according to *their meaning*, and according to the *usage of good writers*; and not at the dictation of a feeble pedant," etc. Also, see *Bullion's Eng. Gram.*, p. 42, par. 224.

For the sake of the Harper-Willson Critic, we grieve that Addison wrote, in the *Spectator*, No. 411: "Our sight is the *most* perfect and most delightful of all our senses;" or that Macauley was led to speak of "*less* perfect imitations;" or Milton to write, "First and *Chiefest*!"

Mr. Willson finds fault with the use of the words "*each other*," McG.'s 5th R., p. 139, in this sentence, "As if *all* living things were created for the purpose of preying on *each other*," and on p. 219, same book, "*they* fell only to fasten their fangs in *each other*," etc. These selections are from the writings of Croly and Paulding, two authors not unknown to fame. The criticism lies against Croly and Paulding, not against McGuffey. Now, while we would not make use of these expressions in our own compositions, we do not feel at liberty to change the language of men of the acknowledged literary reputation of Croly and Paulding. Would Mr. Willson correct the double superlatives of Shakespeare, or the false accent of Milton or Chaucer?

Again: our Critic thinks "you *had* better try to sleep," McG.'s 5th R., p. 156, is not good English. Perhaps not, yet Mr. Goold Brown, in his *Grammar of Grammars*, [see p. 365, ob. 17.] thinks *it is*. With all due respect for Mr. Willson, we still prefer Brown. He also criticises the sentence, p. 164, McG.'s 5th R., "he ordered the coachman to *get* forward." "*Go forward*," says our critic. But this was not the command of the man inside to the laggard coachman. The order was "to *get* forward" without delay, our critic to the contrary notwithstanding.

Because *Dover*, the name of a town, is spelled with a small *d*, Mr. Willson charges McGuffey with using "original" words. How about *thursday* in your own books, Mr. W.? He also calls attention to *tish* [a misprint of *pish*] in McGuffey's 1st Reader. This *did* occur in the old editions of this book, long since out of print; but it does *not* occur in the later editions. *Qy.*—Did Mr. Willson base his criticisms upon an obsolete edition of McGuffey's books?

Mr. Willson may be right in his concluding criticism, 3d R., p. 129, "When the world was *first* (i. e. *newly*) created; but if so, how is it, Mr. Willson, with your "*first* primitive idea of building?" Willson's 5th R., p. 293.

We should be ungenerous did we receive these kind criticisms upon McGuffey's Readers, and show no interest in Willson's Series. That we may assist Mr. Willson in "reforming altogether" what is "bad," we point out a few errors from our "full set of Willson's Readers:" 2nd R., p. 135, we find "Thou *have*" (*hast*); 3d R., p. 25, "beautiful dove thou *are* welcome again!"; 3d R., p. 153, we find this astonishing scientific *fact* related of Egypt: "The ichnæumon is kept *tame* in Egypt, *which* is very useful in destroying rats, mice," etc. Had Mr. Willson written, "He pulled off his coat, *which* it was a tolerably hot day," etc., we should have been less surprised! In the 1st Reader, p. 16, we are told that "the bud, in a few days will blow *out*, and be a rose." 1st R., p. 30, we find "science simplified" after the following fashion, "bugs and bees are *some* like flies"! and on p. 40, same book, after the specific statement that

"this boy has found a nest of eggs in the barn," comes the "*simplified*" statement of a general truth, that "*birds as well as hens, build nests.*" We are informed, Willson's 5th R., p. 225, that "the whale is not a fish." Are we to understand from the above, that "*a hen is not a bird?*" 3d R., p. 172, we are told that "the tusks of the walrus furnish better ivory than those of the elephant;" but on p. 183, that "the tusks of the elephant furnish the *finest* ivory." On p. 507, 5th R., Mr. Willson speaks of the *continent* of Greece."

We think most teachers will agree with the Hon. Mr. Faville, State Superintendent of Schools, Iowa, that Mr. Willson's constant use of technical terms, in the "head notes" of lessons designed for children, is "decidedly objectionable." Mr. F. very pertinently says: "If the pupil is to be introduced to a monkey, as *Semnopithecus Melalophos*, and to a bat, as *Vespertilio Noveboracensis*, rules for Latin and Greek pronunciation should be appended; but if he gives these names no attention, they should not be placed in the lesson, inducing the habit of 'skipping the hard words.'"

We copy a few of these "scientific terms" from Willson's 3d and 4th Readers, compiled for pupils in the grammar grades of our schools: *Pithecia melanocephala*; *Calithrix sciureus*; *Canis hyanomalis*; *Ratellus mellivorus*; *Myrmecophaga jubata*; *Fiber zibethicus*; *Hypsiprimum murimus*; *Sarcoramphus gryphus*; *Meleagris gallopavo*; *Polyplectron emphanum*; *Anas perspicillata*; etc., etc.

We find in Willson's books the following: *wo* and *woe*; *ax* and *axe*; *adz* and *adze*; *woful* and *woeful*; *sceptre* and *scepter*; *worshipped* and *worshiped*; *hurra* and *hurrah*; *parsnep* and *parsnip*; *madam* and *madame*; *reconnoitre* and *reconnoiter*; *skiey* and *clayey*; *Goliath* and *Goliah*; *vail* and *veil*; and *center* and *centre*. With such contradiction and confusion in orthography, what is the child to accept as correct spelling? We also find *cobler*, *sheepcote*, *sabre*, *theatre*, *sombre*, *fibre*, *spectre*, *manœuvre*, etc., etc. We might largely increase this list, but the above are deemed sufficient to illustrate the character of these books in this particular.

As illustrative of Mr. Willson's literary accuracy, we notice that G. W. Cutter's "*Song of Steam*," on p. 356, 5th R., is credited to another author!

This poem has a reputation as wide as the use of the English language. It was republished by *Blackwood*, and pronounced the finest lyrical poem of the 19th century, and has been translated into nearly every modern language of Europe. Prof. Haldeman has exposed Mr. Willson's claim to scientific accuracy; this will serve to illustrate the scope of his literary attainments.

But we tire of pursuing this subject further. We have shown the nature of the objections against McGuffey's Readers, how ill-grounded, false, and trifling they are, and that this attack of Willson & Harpers has its origin in a *desire*, on the part of the interested author and publishers of a rival Series, to extend the introduction of their books, by impairing the popularity and injuring the sale of McGuffey's Readers.

But we have no fears of the result. These books are too well and widely known, and their merits too generally appreciated by teachers all over the land, to be seriously injured by the truthless assertions of mercenary defamers.

Against honest, manly, independent criticisms we have no objections to make. If they are fair and just, we will receive them kindly and thankfully, and make them the occasions for improving our publications, and rendering them yet more worthy of a generous patronage of the public. But against carping hypercriticisms, perversions, misstatements, and downright falsehoods, springing from base and sordid motives, we feel justly indignant; and we much mistake the high honor and manly sentiments of the teachers of the country, if they do not sympathize with us in a hearty contempt for all persons who employ such means to injure the interests of others, that they may thereby advance their own selfish plans.

MR. HOUGH'S REPLY TO MARCIUS WILLSON.

As the compiler of Willson's Readers has thought proper to print extracts from my letters to him, he has forced upon me the necessity of the following reply.

During the winter of 1861 and '62, while considering how we might do more for that much-talked of, and very little taught subject, Object Lessons, I saw in the show-window of a book-store a set of Willson's Readers, and bought them. Their plan was novel, and, in their general appearance, they had much to attract attention. I thought, by using them, our children would be more intelligent, and that our teachers would find in them many facts that would aid them in Object Teaching. Feeling thus, and actuated solely by a desire to benefit the schools with which I was connected, I wrote to Mr. Willson; and, as it is not in my nature to do any thing by halves, I proposed to him to work for his books—to become really an agent, but without pay—a proposition which, I have no doubt, was quite agreeable to both Mr. Willson and his publishers. Mr. Willson responded, placing at my disposal fifty-four sets of his Readers, to be given away as I saw fit. In my first letter, I told him that I did not like his Primer, really the First Reader, and hence the most important book of the Series; and although I have used it in teaching my own little boy, I have always thought, and do still think it a *very poor book*, one which no man would have made who was acquainted with the inner life of a child. Mr. Willson's response was as follows:

"I inclose herewith an order on Robert Clarke for the requisite number of sets of the books for distribution, and shall await the results of your efforts with much interest. *I trust you will keep me informed of any thing pertaining to the matter that it may be useful for me to know.* If you need any of our *Educational Bulletins*, I presume Mr. Clarke has them, [which I used, paying the postage out of my own pocket.] Be assured that any thing you may do for my Readers will be *kindly remembered* both by the publishers and myself."

Kind and honorable Mr. Willson! How well he has kept his promise! With the understanding that I had accepted a trust from Mr. Willson, I kept him "informed" of many things, which he *well knows* were strictly confidential and intended only for himself.

The Superintendent and principals of the Cincinnati schools had long felt the necessity for a change in our *Course of Study*. To consider this matter, a committee of five was appointed from among the principals, myself of the number. Though the main work of this committee was the revision of the *Course of Study*, they also reported a change in some of the text-books, substituting a *part* of Willson's Series for a part of those in use, giving neither series entire in the course. This was adopted by a meeting of principals by a small majority, and so reported to the School Board. But we were so anxious to secure the adoption of the *Course of Study*, that we asked the Board that "they should not let any action of ours in regard to text-books operate against the *Course of Study* proper." The result was, the *Course of Study* was approved, and the following report of the Text-Book Committee against Willson's Readers, indorsed by the Superintendent, was unanimously adopted by the Board:

REPORT OF THE TEXT-BOOK COMMITTEE.

To the Board of Trustees, Cincinnati Public Schools,

GENTLEMEN:—Your Committee on Text-Books report back to your Honorable Board the Course of Study proposed by the Principals' Association, and referred to us at your last session, and recommend its adoption with the following amendment, viz.: the adoption of "McGuffey's New Readers" instead of "Willson's Readers."

The chief characteristic of "*Willson's Readers*" is an attempt "to popularize, to the capacities of children, the higher English branches of study," especially the Natural Sciences, and the Department of Animal Life. By an examination of the books, we find Chemistry, Philosophy, Geology, Mineralogy, Botany, Conchology, Anatomy, Physiology, Architecture, etc., treated of in them.

Your Committee are of the opinion that studies like the above, which require of the mature intellect, months of constant study and close application to comprehend even their rudiments, can not be mastered by children—and, at best, that the *sciences* can not be learned *incidentally* in a reading lesson.

The main object of all series of School Readers is to properly instruct the pupil in the art of reading; and, if to become a good reader requires his undivided attention, and long-continued and frequent practice, with reference to articulation, emphasis, inflection, pitch, tone, etc., the introduction of another study can

only divide his attention and weaken his mental grasp. Experience teaches that two things can not be well taught at the same time.

Willson's Readers give evidence of haste and extreme carelessness on the part of the compiler.

Webster is the standard of authority in orthography in our Schools, but Willson follows Worcester in some selections, and Webster in others.

Willson's Series is defective in gradation and progressiveness of arrangement—many of the exercises of the Third Reader being quite as difficult as those of the Fourth or Fifth Readers. . . .

In Schools where they have been in use, they do not give satisfaction.

To recapitulate: The Committee's reasons for reporting adversely to Willson's Readers are as follows:

- 1st. They attempt teaching two things at the same time, and necessarily fail in both.
- 2d. They exhibit carelessness and haste in their compilation.
- 3d. They adopt no settled standard in orthography, syllabication, etc., but sometimes follow Worcester and sometimes Webster.
- 4th. They do not give satisfaction where they have been tried.
- 5th. They are more expensive than McGuffey's Readers.
- 6th. Because the Committee are *unanimously* of the opinion that McGuffey's Readers are not equaled by any other similar Series now in print.

Respectfully submitted,

W. B. DAVIS,	R. S. NEWTON,	} <i>Text-Book</i> <i>Committee.</i>
M. LILIENTHAL,	CHARLES BONSAI,	
	JOHN KING,	

CINCINNATI, June 23, 1862.

I fully concur in the above Report of the Text-Book Committee.

LYMAN HARDING, *Supt. of Pub. Schools, Cin., O.*

Willson's Readers and the *Course of Study* were under discussion before the Principals' Association several weeks. During this time, by request of Mr. Willson, I wrote him many friendly and confidential letters, which both he and I understood to be something more than the letters of an educator, friendly to his books. They were really the letters of *his agent* doing business for him. Whenever I thought I could befriend him I did so. I wrote criticisms on his books, manual, and charts, and have in my possession his letters of acknowledgment. Notwithstanding I had kept Mr. Willson posted, he writes me, June 6, 1863, as follows:

"I learn that W. B. Smith & Co., alarmed at the progress our Readers are making over the entire West, is getting [the grammar is Mr. Willson's] out a pamphlet to withstand their growing popularity. He will probably use the Report, which your Board made against adopting them, and other matter that he thinks will tell against us. I can not find that Report, and should be glad if you would send me a copy. I should like, also, a statement of the action taken by the teachers in recommending my Readers. We are getting up a pamphlet of specimen pages of the books, explanation of their plan and objects, and abundant testimonials showing how the Readers stand the test of the school-room. We shall await before issuing it, to see W. B. Smith's pamphlet, that we may meet any points, if desirable. You doubtless know something of the *modus operandi* by which McGuffey's Readers are still forced upon the schools. Perhaps you can send us some items, *anonymously*, if you choose, that we may use, if necessary."

I replied, but not "*anonymously*," as the honorable gentleman suggested, giving a history of the whole affair, dates, etc., and also explained the intimate relation in which I stood to certain members of the *new firm* of Sargent, Wilson & Hinkle; and, as may be seen by Mr. Willson's reply, June 20, 1863, placing certain restrictions on their use.

"Your kind letter of the 16th was duly received, and I am much obliged for the information respecting the action of Principals, etc., as I desire to keep posted in all such matters, *even if I may not make special use of them*. If we should say any thing about the Cincinnati schools, you will not be known as having corresponded with us on the subject."

July 12th, 1863, I called on Mr. Willson in New York, when he again promised that my letters should be kept as private correspondence. Yet he has the effrontery to say:

"Mr. Hough can not justly complain that in publishing his letters, we violate the sanctity of private correspondence, for he never intimated that he regarded his letters as private when they were written."

Honorable and truthful Mr. Willson! does not his own letter prove him false?

From New York I returned to Richmond, Ind., where I taught in a Normal School for five weeks. By an arrangement with Mr. Willson, Mr. Parsons of Indianapolis, general agent for Willson's books in Indiana, supplied his Readers for the classes, *free of charge*. From their use here, many teachers were induced to take Willson's Readers into their

schools on trial, and, among others, my sister, who had taught with me seven years in the Cincinnati Schools. Her abilities as a thorough and successful teacher are well known; and, as I had been instrumental in introducing Willson's Readers into her school, it was quite natural, that I should wish to see her succeed. She soon began to complain; and gave it as her decided opinion that Willson's Readers were *dull tools*; that the great number of studies they embraced made it impossible to teach them thoroughly, in any ordinary prescribed time; that the children could never get more than a *nebulous idea* of the scientific matter contained in them; that in all cases, even where children were expected to study the subjects taught in Willson's Readers, such as Philosophy, Chemistry, Anatomy, Physiology, Geology, Mineralogy, Botany, Ornithology, Zoology, Ichthyology, Conchology, Architecture, etc., etc., it would be better for them to learn to *read well first*, and then pursue these studies in the regular scientific text-books, and with such teachers as were *fully prepared* to give instruction in them. Her arguments were such as I had not expected, and no advice that I could give, enabled her to overcome the difficulties she encountered; and she continued to oppose Willson's Readers privately, as well as publicly in the Wayne County Teachers' Association.

This led me seriously to doubt the position I had taken; and as I met with other faithful teachers who had failed to find in these books that merit essential to success in School Readers, my doubts were more and more confirmed. And when the testimony of many able practical teachers, who had thoroughly tested Willson's Readers in the school-room, proved to me, that, however desirable it may be to have our children intelligent, yet this royal road is not to be found through any series of scientific School Readers, I then felt as free to change my opinion as I had been to form it. However much I was at first pleased with the appearance of Willson's Readers (and I had never tested them in the school-room), I did not *belong*, body and soul, to Messrs. Harper and Willson for the rest of my natural life.

I do not deny that *at one time*, had I been satisfied of the permanency of a position, I would have accepted an agency for Willson's Readers; for, after many years confinement in the school-room, I had grown tired of teaching, and had long felt it to be a duty I owed to myself and family, to engage in more healthful, and, if possible, more remunerative pursuits. But even in this, Mr. Willson has evaded the whole truth. As his letter is a curious record of his method of obtaining the recommendations of State Boards for his books, and of *getting work out of his friends*, whom he is so ready to defame, I give it entire:

HARPER & BROTHERS, N. Y., March 31, 1864.

MR. DANIEL HUGH,

DEAR SIR:—Yours of February 3d came duly to hand. You mention in it that *Mr. Parsons had written to you* relative to your becoming an agent for my Readers, Charts, etc. It is what I had often thought of, and have tried hard to *plan for*, but have not been able yet to see my way clear so as to make it a permanent business for you. I fear Mr. Parsons could not command sufficient capital to make it safe for you to engage under him, but I have been hoping that he would take in a partner with sufficient capital to push the books, and then we would give him sufficient territory, in addition to Indiana, to labor in. Kentucky is soon to open for the school-book trade, if our national affairs prosper.

The State Superintendent, Mr. Stevenson, informs me that he designs to call a State Teachers' Association, and ask their advice upon the subject of a series of text-books, and then the State Board, consisting of himself, the Attorney-General, and Secretary of State, are to recommend. If we could get the recommendation of the Association, we could probably get that of the Board, and then Kentucky would be a good field for us. I have just received a letter from Harlan, Attorney-General, to whom I sent a set of the Readers, and I have little doubt that he will favor our Readers. Do you know Professor Hailman, of Louisville, who is about starting a *School Visitor* for Kentucky? If you do, and can say a word for our Readers, you may do us good. I sent him a set of the Readers, and also our sixteen-page pamphlet for stitching into the first number. He says he has handed the Readers over to a competent reviewer for notice. I fear it may be some one in the interest of Morton & Griswold, the publishers of Goodrich's Readers. Professor Hailman says, in his note, "If the notice should be unfair, the columns of the *Visitor* will be open for fair and reasonable discussion." If it should be unfair, will you reply to it? *anonymously*, if you choose. I presume it will not appear in the first number, March 15th.

I wish arrangements could be made by which you could join a house in the book trade, and work my Readers in several of the Western States, with some other books also that we expect to publish. I throw out this suggestion for your consideration.

If you can inform me of influential teachers in Kentucky, whose influence would be potent in the Teachers' Association, please do so; and if you can in any way influence matters there in our favor, I will reciprocate, if ever opportunity offers.

Yours truly,

MARCUS WILLSON.

This letter seems to be a double sandwich, where I have hopes held out for an agency on one side, with *plenty of work* for the kind, truthful, "*reciprocating*" Mr. Willson on the other. I ask any sober-minded, business man who reads the above, if he thinks any one would write such a letter to any other than a *confidential agent*. Yet Mr. Willson thinks I can not justly complain, because he publishes my letters! Does it make it any the less dishonorable in him, that I should have served his interests nearly *two years for nothing*? I considered his letters so confidential to me, that I never showed them to the House I now serve, till after he had published mine. It is no pleasure for me to publish them now; and I can only justify it on the grounds of self-defense. Mr. Willson accuses me of "*defaming*" his Readers, of "*stabbing his reputation*," and says further:

"If we deemed it a fair and honorable agency in which Mr. Hough is engaged, that is, if he were merely representing McGuffey's Readers with all the ability in his power, and not traducing others, we should not notice him in this connection."

Now, either Mr. Willson has had false information, or this is wholly fabricated, in order to form some sort of excuse for himself before the public. Since the 28th day of September, 1864, I have removed Willson's Readers from many schools. In this way, I have met with a large number of teachers and school-officers. They are my witnesses in this matter. I have, whenever speaking of Mr. Willson, spoken kindly of him, as I felt; and whenever I had occasion to speak of his books, I have never spoken defamingly of them, or attempted in any way to "*stab their reputation*." I have often said that *I had worked for them*, but had become convinced that they were not well suited for our public schools.

After determining to quit teaching and engage in the agency business, I decided in my own mind for what Firm I would prefer to travel, called upon Messrs. Sargent, Wilson & Hinkle, publishers of the Eclectic Series, solicited an agency, and stated to them what salary I thought I ought to have. My application was met promptly, and in a business like way, my proposition accepted, and I entered upon the duties of my agency. It is true, I had a letter, which I subjoin, inviting me to become an agent for the Harpers:

MR. DANIEL HOUGH,

HARPER & BROS., N. Y., July 2, 1864.

DEAR SIR:—Will you please inform me as soon as possible, if you can be engaged to travel for my Readers, for a year, to begin with, and if you can, what would be your terms. If you can be engaged, I shall offer to pay a part of the expenses out of my own pocket, and I think the Harpers will accede to my proposition. If all things should go right, I should hope to make it a permanent thing, as we can now afford to do. If you are favorably disposed, please state what salary, both including traveling expenses and also not including them; and also be as reasonable as you consistently can for the first year. We expect other books out to work for in the course of a year. Your friend,

M. WILLSON.

Still supposing Mr. Willson to be an honorable gentleman, I answered his letter in a friendly way, wishing him well. But from even this, he prints an extract, and attempts to insinuate by it that I had been *bought up*. The act and the insinuation are alike worthy of Mr. Willson. Although my salary is more than I received *last year* in the schools, which would not have kept any man with a family decently; yet it is not what it would have been, had I remained in the schools *this year*, at the increased salary now paid the principals in the Cincinnati schools.

Mr. Willson seeing only his own Readers seems to think I am working for McGuffey's Readers alone. On the contrary, I am equally interested in a series of Arithmetics, Algebras, Grammars, Geometries, Music Books, Spellers, a work on Elocution, Geography, Composition, Gymnastics, etc. I shall not be deterred by any thing Mr. Willson has published, or may publish, from doing my duty, in faithfully representing the above works, and removing his Readers from schools where they have displaced McGuffey's.

Hastily, amid the pressing engagements of business, I have prepared this simple statement of my past relationship to Mr. Willson and his Readers. I exceedingly regret being *forced*, in *self-defense*, to speak severely, even though truthfully, of one whom, I have regarded, in years gone by, as an honorable gentleman. How really worthy Mr. Willson is to be so esteemed, let the candid reader decide.

DANIEL HOUGH.

CONCERNING THE "BLOOMINGTON REPORT."

BLOOMINGTON, ILL., Jan. 1865.

MESSRS. SARGENT, WILSON & HINKLE,

GENT'N:—I send you for publication an unsolicited letter from Rev. R. Andrus. It was written after he saw in print his *two letters* to Mr. Willson. The publication of those letters was entirely unexpected by Mr. Andrus. He explicitly states in one of them, "I have chosen rather to write this paper in a style for your own eye than for the public;" and adds, "I will say, however, if it contains any statements that you can use advantageously to yourself and yet not do me injustice, you are at liberty to use them." Mr. Willson has taken the letter containing these extracts, and a *previous* one, and published both as *one letter*, so as to make it appear to the public that he had Mr. Andrus' permission thus to use them.

It is proper for me to say that I am alone responsible for the publication of the "Bloomington Report." The acts and reports of a School Board are public property, like those of any other public agents; and I, as a citizen of Bloomington, had a right to a copy of said Report, which I obtained fairly and honorably, and not *surreptitiously*, as falsely asserted by Mr. Willson. My culpability in the whole affair, consisted in not first obtaining Mr. Willson's consent to the publication, which really did not occur to me, till I saw how much it had offended him.

No man is more ready to acknowledge my right to the report than Mr. Andrus.

Furthermore, Mr. Andrus will bear me witness, that I did not exchange a word with him upon the subject of school-books from the day that the Willson agent brought the Readers before the Board, up to the time of the correspondence with the author of those works; notwithstanding Mr. Andrus was literally dogged by the Willson agents to write Mr. Willson, and importuned by Mr. Willson himself, till he was overpersuaded to write in the freedom and confidence of private correspondence.

I believe the real truth to be, that Mr. Willson and his agents, one of whom resided here, played upon the ingenuous and unsuspecting nature of Mr. Andrus, till he was made to believe that the "Bloomington Report," instead of falling *far short* of, greatly transcended the bounds of justice; and having no time for investigation, and being then unapprised of the fact, that the books had been thrown out of many schools where they had been tried, and that nearly all of our prominent educational men condemned them, he penned those two letters to Mr. Willson from the impulse and impression of the moment, believing that they would at once pass to the files of private correspondence, with, perhaps, the exception of a statement or two at most, in the second short letter.

I also send you Mr. Hatch's statement of facts, and Mr. Burnham's corroborative statement, which you will please publish.

Very respectfully,
GEO. W. BATCHELDER.

MR. ANDRUS' LETTER.

BLOOMINGTON, ILL., Nov. 27, 1864.

MR. BATCHELDER,

DEAR SIR:—I have of late published a note commending Willson's School Readers. That which particularly impressed me as a superior excellence in these books is the unusually large amount of practical matter they contain; such as *Civil History, Natural History, Natural Science, Physical Geography, Architecture, etc.*, etc.

It is the opinion of some of our most eminent educators, such as Mr. Bateman, Mr. Edwards, Mr. Wells, Mr. Faville, Mr. Barney, and others, whose opinions are entitled to the highest respect, that Willson's Readers contain too great a proportion of such matter. But, be this as it may, other Readers have been defective, I think, in not embracing a sufficient

number of chapters on these subjects. They have been composed of essays, to a great extent, on subjects of an abstract character—and too often abstruse. There has been found in them too little of matter of fact, and of practical philosophy, to be learned and remembered by the pupil. Therefore, reading books have been mere drill books, in which children learning to read, could be but little interested.

I have regarded McGuffey's Series of School Readers as the *best* that have hitherto been in general use in the State, and with the exception of the defect mentioned above, they are, in my opinion, *as nearly perfect as one can hope for any series of Readers to be made*. As a teacher, in former years, I used them in all my schools with great satisfaction, and as the

best that could be obtained; but ever regretted that they embraced so little of the *actual*, the *real*, and the *practical* from among the objects of the natural world.

Were I asked if I would recommend the immediate and universal introduction of Willson's Readers into the schools of the State, incorporating, as they do, the especial excellence for which I have commended them, I would answer frankly, that I do not deem this at present practicable, nor indeed advisable.

A few months since, it was proposed to introduce Willson's Readers into the public schools of Bloomington, in which McGuffey's had been the Readers for years. The School Board referred the subject to its Committee on Text-Books, of which I was a member. Very promptly it was decided that no change should be made. It was asserted that the youth of the city were already supplied with McGuffey's Readers, that to these books they had become accustomed, and were attached to them; that they had been *long tried*, and were *known* to be *good books*. Therefore it was not right nor proper that the people should be required to provide other books for their school use.

Now this condition of things exists, I suppose, to a great extent, throughout the country, and wherever such is the case, *I should judge a change of books in the schools to be as unwise as it would have been in Bloomington.*

The series of Readers by McGuffey is a good one—undeniably good, and since they have been in very general use for so long a period, with a popularity greater than any other series with which they have been in competition, *I am of the opinion, that to displace them by other books, would be at the hazard of our highest school interest.* Moreover, uniformity of school-books throughout the bounds of the State is greatly desirable. I do not believe that any other series of Readers could be brought into so uniform use in all parts of our wide community, thereby harmonizing the action of the greatest number of schools, as are McGuffey's.

For such reasons, I feel sure a change from our present generally adopted series of reading text-books ought not to be made except with the greatest caution.

Very truly yours, in high regard,

R. ANDRUS,

Pastor M. E. Church, Bloomington, Ill.

STATEMENT OF W. M. HATCH, ESQ.

EARLY in June, 1864, a Report of the Text-book Committee on Willson's Readers was adopted by the Board of Education for Bloomington, Illinois, without an opposing vote.

About the first of September, or before, an undignified, not to say scurrilous, review of that Report appeared. To its false charges and insinuations I gave no heed, considering them a part of the stock in trade of unscrupulous authors and publishers, used by them to gain some advantage over a rival, but in which I had no interest. As a member of the Board of Education, I had done my duty and no more; and was indifferent as to what third parties might say of it.

I should have remained silent, had it not been for the circulation of a printed letter, which was shown me by a member of the Committee, signed by the Rev. R. Andrus, also a member of the Committee, in which he not only repudiates the Report which he had signed, but represents me as officiously "reviewing the books" without the concurrence of the other members of the Committee, after "the duty of the Committee," in his opinion, had closed, and against his protest.

As soon as convenient, I had an interview with Mr. Andrus, and pointed out to him the

incorrect statements in his letter, and showed him that they did me much injustice. He agreed with me in every particular, save one; and promised to write Mr. Willson at once, and, if possible, have his letter corrected.

I now have before me another anonymous pamphlet, in which nearly every statement relating to my connection with the Report is false and slanderous; containing the former strictures on the Bloomington Report, and many others, together with Mr. Andrus' letter *uncorrected*.

Before noticing the contents of these pamphlets, it will be necessary for me briefly to state the facts connected with the origin of the Report.

At a meeting of the Board of Education in May last, the matter of Willson's Readers was introduced, as I was informed, by the Rev. H. R. Price, Secretary of the Board.

I was not present at the meeting. I first learned from Mr. Burnham, Superintendent of the schools, that these Readers had been referred to the Text-book Committee, for examination and report. Some days afterward, Mr. Price officially informed me that the Board had referred Willson's Readers to the Text-book Committee for examination and

report. I protested to him, as I had before done to Mr. Burnham, that it was an unnecessary labor imposed on the Committee. Mr. Price replied: "Well, the Board have ordered you to examine the books and report on them, and you 'll have it to do."

I think the above were his words; I am certain they convey the exact import of what he said.

Our duty to examine the books being again suggested by Mr. Burnham, I borrowed a set of the Readers from Willson's local agent, and called on Mr. Andrus and invited his co-operation, from which he excused himself for want of time. He then agreed that Mr. Burnham and I should examine the books; that I should write a Report, and submit it for their action.

Mr. Burnham and I spent, in all, nearly two days together, in examining the books.

When the examination had been nearly completed, and I was putting the materials into form, the local agent of Willson's Readers called on me, and rudely insisted on knowing what the character of the Report would be. For a time I evaded his questions, which caused him to be more persistent in his inquisitiveness. To rid myself of the annoyance, I told him some of its features.

At a meeting of the Board, soon after this interview, I asked for more time to complete the Report. Mr. Price who had introduced the matter to the Board, and who had officially informed me that the Committee must examine and report, opposed my request. He had learned, *as he said*, what the nature of the Report would be. He made a motion to excuse the Committee from further service in the matter, thereby attempting to suppress the Report. He pressed his motion with earnestness, and was faintly sustained by Mr. Andrus. The Board, however, granted my request.

When the Report was completed, I submitted it to Messrs. Andrus and Burnham, and they, at my request, turned to book and page to see that the criticisms were sustained by the books. Mr. Burnham suggested some changes, which were adopted. Mr. Andrus suggested no change nor modification whatever, but said: "Well, brother Hatch, your Report seems a little savage in some respects, but I believe the criticisms are all well taken, and I can sign it cheerfully." We then signed the Report.

At the meeting of the Board, when the Report was offered, Mr. Price moved to strike from it all the criticisms. The motion was lost and the Report adopted; Mr. Andrus

stating at the time, in so many words, that in his opinion, "the criticisms were all well taken;" and he voted for the adoption of the Report.

In view of these facts, how strange that he, having approved and signed the Report, should, subsequently, write Mr. Willson, denouncing it as "*mischievous and false*."

In a few days I returned Willson's Readers to the agent from whom I borrowed them, and told him he could have a copy of the Report, which he had before requested. He replied that he already had a copy.

Two or three weeks after this, the agent for McGuffey's Readers asked me for a copy, which I gave him. I did not ask him what he wanted of it, nor did he tell me. The Report was a public paper, in the hands of the Board, whose files and records are open to the inspection of every citizen. Mr. Batchelder was a citizen, and as such was entitled to know what the Report was.

The above, are the leading facts.

The following is the letter of the Rev. Mr. Andrus to Mr. Willson, which is, in fact, made up of parts of two or more letters, written at different times, *which the writer of the pamphlet has taken the liberty to garble and represent as one letter*:

BLOOMINGTON, ILL., November 7, 1864.

MR. MARCUS WILLSON,

DEAR SIR:—Your letter, and also a copy of "The Reviewers Reviewed," came to my table a few weeks ago, and I have now resolved to explain to you fully the part I had in the offensive *Review*, in connection with the following statement in regard to the action of the Board of Education in this city, and of their Committee on Text-books—Mr. Burnham, Mr. Hatch, and myself.

Copies of your Readers were presented to the Board for examination, with the design of proposing to introduce them into our schools. The question was referred to the Committee on Text-Books.

At once the committee determined to recommend that no change be made, since the children of the city were already supplied with the books that had for years been in use in our public schools, namely, McGuffey's. Supposing the duty of the committee to end with this recommendation, I gave no further attention to the subject. Mr. Hatch, however, entered upon the additional labor of *revising the books*. I at the time protested against doing this work *as a committee*, because the Board, I knew, did not require it, and also because a review was entirely uncalled for. Mr. Burnham and myself did no part of the work of reviewing until after the Report was written. Then we met, by invitation, at Mr. Hatch's law office, and as Mr. Hatch cited the points he had made, we turned to the pages of the book referred to. This we did—this, and no more. There seemed a *show of correctness* in the allusions to the *plates* (illustra-

tions) of the books, the irregularity of punctuation, and certain items in their mechanical execution. Still, I regarded the whole criticism, from beginning to end, as *hypercritical*, and I so regard it now. As to the relative amount of *historic, didactic, oratorical, and poetic* matter contained in your books, neither Mr. Burnham nor myself made any estimate.

I said, at the time of this committee meeting, that I believed Willson's Readers to be superior to McGuffey's, both in the merit of their matter, the arrangement of the matter, and in their mechanical execution, and such is my decided opinion yet. As to those criticisms you dignify by the title "Philosophical" in our review, I think the position taken by the Bloomington committee to be *entirely wrong*, and so I declared them to be at the time I gave my signature to the Report. I wish to say, in brief, that the Bloomington review of your series of Readers is in every respect *hypercritical*; in very many respects is *entirely at fault*.

Now, my dear sir, you are ready to ask, Why then, in the face of the declarations above, did I sign that *mischievous and false* Review? I answer, for the same reasons that would have induced you to do the same thing under the same circumstances.

1st. Another party, a friend, was desirous that a review of the Readers should be made, and that the review should have the signatures of the committee, in order that it might go before the Board.

2d. There was no suspicion of any interest in getting up such a review, only for the opportunity it afforded of doing a little *literary service* by one to whom we thought such service would be a personal gratification.

3d. I did not dream that it would ever go any farther than before the Board as our report, then into the hands of the secretary to be put on file, and thereafter never to be thought of again, much less to be seen. My name was attached to that paper under these circumstances; just as you, or I, or any one would sign any paper to which he did not attach any importance whatever, merely to gratify a friend, or to get it out of the way.

Such is a candid statement of the facts connected with the getting out that Review, and particularly of my connection with it. I now very much regret it was ever written, because I am sure it does your excellent works great injustice, and especially because it has been used so unjustly by others to your disadvantage.

Willson's series of School Readers I regard as superior to any others that I have ever seen. I shall write a brief note commending them to the public, which you may use at your discretion. I have chosen rather to write this paper in a style for your own eye than for the public. I will say, however, if it contains any statements that you can use advantageously to yourself and yet not do me injustice, you are at liberty to so use them. I know that other members of the Board feel as I do in regard to the publishing of that Review. Certain it is, it was published without the consent or knowledge of the Board.

The Bloomington School Board know my views of Willson's Readers, and if making them public can be of any service to you, I myself shall be gratified. I am deeply interested in this matter, and hope what I have

written, together with my more formal note of commendation of your Readers, may prove enough for the ends of justice to you, and not too much for sustaining my own honor.

Very truly yours,
R. ANDRUS.

I am not aware that "at once the Committee determined to recommend that no change be made." True, I concurred with Mr. Andrus that a change was inexpedient, but Mr. Burnham, one of the Committee, had not been consulted. Mr. Andrus could not suppose "the duty of the Committee to end" till Mr. Burnham had been conferred with. If Mr. Andrus concluded that the duty of the Committee had ended, from any thing that was said by him and me, his conclusion was totally inconsistent with what was said. True, he gave the matter no further attention till he gave his influence to suppress the Report; but he knew that I was examining the books and preparing a Report with his clearly expressed sanction. When and to whom did he protest "against doing this work as a Committee?" Certainly not to me nor in my presence. He made not the slightest objection till Mr. Price sought to suppress it when the Report was nearly done; nor did he then to its being done "as a Committee."

The reason he gives for protesting, as he says, is worthy of note. If the Board did "require" the Report, it was not "uncalled for." It is clear that they *did* "require" it. Why were the books referred to the Committee? The secretary informed me officially that the Board required us to examine and report. I informed Mr. Andrus what the secretary had told me. He was at the meeting; I was not. If I had been misinformed, why did not he apprise me of my error? He knew that I did not wish to examine the books, for I had so intimated to him, in terms not easily mistakable. Again, when I asked for more time, Mr. Andrus expressed no surprise that I was preparing a report. Why did he not, if he then thought that the duty of the Committee had ended before, and I was doing an officious work unknown to him, and which the Board "did not require?" There was some feeling expressed at that meeting in relation to the Report; but there was no intimation from any one that I was not acting in strict accordance with the requirements of the Board. The Board then extended the time for making the Report, and thus a second time, *did* "require" it.

Mr. Andrus also misrepresents the truth in saying, that Mr. Burnham "did no part of the work of reviewing." He spent nearly two days in examining the books; and many of

the ideas embodied in the Report were of his suggestion.

Mr. Andrus says in his letter :

"I said, at the time of this committee meeting, that I believed Willson's Readers to be superior to McGuffey's, both in the merit of their matter, the arrangement of the matter, and in their mechanical execution, and such is my decided opinion yet. As to those criticisms you dignify by the title "Philosophical" in our review, I think the position taken by the Bloomington Committee to be *entirely wrong*, and so I declared them to be at the time I gave my signature to the Report. I wish to say, in brief, that the Bloomington review of your series of Readers is in EVERY respect *hypercritical*; in VERY MANY respects is *entirely at fault*."

He did not in my presence at the committee meeting make any statement as to the comparative merits of Willson's and McGuffey's Readers. Though I was absent part of the time, I was present when he "gave" his "signature to the Report," and he made no objection to it, except the general expression, that he thought it a "little savage in some respects;" but he added in the same sentence, "I think the criticisms are all well taken, and I can sign it cheerfully." By signing it, which he did "cheerfully," he pronounced Willson's theory "*absurd*." In his letter before me, he says he thinks that "position" "*entirely wrong*," and that he "so declared" when he gave his "signature to the Report." I do not pretend to know what he *thought*; I do know what he *said* when he signed the Report in my presence, and I do know that he said no such thing. If Mr. Andrus thought the Report "in every respect hypercritical"—"*in very many respects entirely at fault*"—why, as a "Christian minister, gentleman, and scholar" did he sign it? Let him answer. He gives three reasons :

"1st. Another party, a friend, was desirous that a review of the Readers should be made, and that the review should have the signatures of the committee, in order that it might go before the Board."

This "friend," I learn from Mr. Andrus, is a member of the Board; and this friend tells me that he never asked Mr. Andrus to sign the Report, and did not care whether he signed it or not. Besides, it was not necessary that it should have his signature to get it before the Board.

"2d. There was no *suspicion* of any interest in getting up such a review, only for the opportunity it afforded of doing a little *literary service* by one to whom we thought such service would be a personal gratification."

Grave and philosophic reason! After the Report had been written, examined, and approved by the committee, he signed it to give me "the opportunity" to write it. There is also in this second reason a clear admission that "we" sanctioned the "getting up of such a review." Who are "we?" Who but the members of the Board, including himself? Perhaps he can reconcile that admission with the positive statements in the third paragraph of his letter, that he "at the time protested against doing this work as a committee," and that "the Board, I know, did not require it."

"3d. I did not dream that it would ever go any farther than before the Board as our Report, then into the hands of the secretary to be put on file, and thereafter never to be thought of again, much less to be seen. My name was attached to that paper under these circumstances, just as you, or I, or any one would sign any paper to which he did not attach any importance whatever, merely to gratify a friend or to get it out of the way."

With the fact stated in the first sentence I concur. The Report was written for the information of the Board, and for no other purpose. No one of us dreamed that it would ever be published. Had I thought otherwise, I should have written it, in some respects, with more care. I should have dwelt more at length upon the false theory of the books, their flimsy pretense to any proper instruction in elocution, and their almost total lack of extracts fitted to awaken the feelings of the pupil and inspire him to cultivate an effective delivery. I dwelt on the errors, confusion, and contradictions of the books, to show the Board that, in their present condition, they are entirely unfit to be placed in the hands of children. The world moves; and he who thinks that error may be taught to-day to be torn from the head and heart of the child to-morrow, belongs to a former generation. The child will not progress too fast when only truth is taught.

While I concur with the fact as stated in the first sentence of the third reason given by Mr. Andrus for his signing the Report, I can not agree that it was a suitable reason for giving his signature to it if he entertained the views of it which he now says he did. It may do for him, but not for me. I have not yet learned to sign any paper or report which I consider "mischievous and false," which I think to be "entirely wrong," "in very many respects entirely at fault," and "in every respect hypercritical," "merely to gratify a friend or get it out of the way."

The writer of the second anonymous pamphlet stoutly charges that the Bloomington

Report "did not originate with the Bloomington Committee, two of whose members at least neither wrote nor suggested a word of it." I reply that it *did* "originate" *exclusively* "with the Bloomington Committee," and that "two" of its "members" *did* "suggest" it all.

By the way, it seems to be a chronic complaint of that writer, that whoever says aught against Willson's Readers is "furnished" with the "materials," and then mysteriously entrapped into signing the production. The CUMMINNATI TEXT-BOOK COMMITTEE are complimented by him with having written a Report out of "materials furnished," and then being "entrapped" into signing it. Mr. Faville, of Iowa, will doubtless be amazed that he has written an "argument against Willson's Readers, which is an echo from that philosophical part of the Bloomington Review."

It is charged that I was entrusted with "the work of compiling those 'furnished' 'materials' into the Bloomington Report; that I did it in the interest of the McGuffey Readers; and it is strongly intimated that I was 'hired' to do such work."

That whole charge, in its various forms, is *totally false*. Briefly, I say that neither the author, publisher, nor agents, nor any one of them, is to any extent or in any sense responsible for the Bloomington Report. No one of them had any thing to do, directly or indirectly, with getting it up. Mr. Willson himself "furnished" all the "materials" for that Report. We found them all, and much more (for only specimens were given in the Report) in the set of Readers which I borrowed from his agent. I had the assistance of Mr. Burnham, as before stated, and referred to Webster's and Worcester's Unabridged Dictionaries, and to a Treatise on Elocution. I had such aid, and no other. I have not received, neither do I expect, any compensation for my services.

On the eleventh page of the second edition of the "Reply to the Bloomington Criticism" is a note containing the following: "Soon after this famous Report was made to the Board, we obtained from the manuscript on file, a copy of it." "The punctuation of this criticism was bad; the use and misuse of capitals very unhappy; and the spelling defective. The word *Primer* was spelled wrong seven times, with two *m*'s instead of one." "It is such a literary curiosity as convinced us at once that neither Mr. Andrus nor any other scholar had any thing to do with it."

It is a pity that the writer of the note will forget the fate of the man who lived in a glass house.

Had I misspelled *Primer*, I would be willing to offset it against one of Mr. Willson's numerous misspelled words in his Readers. I would offset the *m* against Mr. Willson's final and superfluous *e* found in "*sheepcote*," or exchange it for his missing *b* in *cobbler*, which he has written with one *b* instead of two. Mr. Willson's Readers were written for the public, and are expected and profess to teach correct spelling to the children of the public. These errors, with numerous others, have stood uncorrected four or five years, at least. Our Report was written to be read once, and then to be filed away and forgotten. But I did not write *Primer* with two *m*'s. In the original draft the word is correctly spelled. When it had been examined and signed by the Committee, it had some erasures, interlineations, and marginal notes. Amid the pressure of business I had no time to make a fair copy to put on file; and I employed another person to make it for me. In copying, the extra *m* crept in. I did not examine the copy which is filed with the Secretary, but looked over the original, while the copyist read the copy. This is the usual mode of ascertaining whether copies of legal documents correspond with their originals.

I deny that "the use and misuse of capitals" in the Report is "very unhappy," and I will prove my position by Mr. Willson. The following sentence is found on pages 8, 62, and 110 of Willson's Second Reader: "For the use of the teacher only." On page 110 "use" and "teacher" begin with small letters. On page 62 "use" begins with a small letter, and "teacher" with a capital. On page 8 both those words begin with capitals. This is a fair illustration of the blunderings, and total disregard in Willson's Readers, of all known rules for the use of capitals; and the use of marks of punctuation is equally confused and unsystematic. I boldly assert that, Mr. Willson himself being judge, and his Readers the illustration of his judgment, it would be difficult for one to go wrong in the use of "points, marks, capitals," etc. In view of such confusion in those books, and their literary and scientific imperfections, the inquiry becomes a pertinent one, did "any scholar" have "any thing to do" with editing or correcting Willson's Readers?

In examining the Books and making the Report, I acted in obedience to the order of the Board, made in my absence, and much against my inclination. I had no intention nor desire, either to injure Willson's or to benefit McGuffey's Readers or any others, by the Report. I signed it, believing it to be

true in every material part. Had I thought it otherwise, I should not have signed it. It was published without my knowledge or consent. I have written this paper to repel the vile and oft-repeated personal attacks found in the second edition of "The Reviewers Reviewed."

What I have said of Mr. Andrus has been "more in sorrow than in anger;" for I have esteemed him very highly for the purity and artlessness of his character.

If I felt at liberty to mention the repeated importunities of one, the continued doggings of another, and the bland persuasion of a

third person (all in the interest of Willson's Readers), which have been brought to bear upon his generous and unsuspecting mind, it would then be apparent by whom he has "really been imposed upon," and by whom he has been emphatically *used*.

Presuming that the second edition of the "Reviewers Reviewed" will be widely circulated, and learning from its first edition that the McGuffey Publishers have ample facilities for circulating a document among school men, I shall hand this paper to the McGuffey Agent, to be used as he sees fit. W. M. HATCH.

BLOOMINGTON, ILL., Jan. 5, 1865.

STATEMENT OF J. H. BURNHAM, ESQ.

BLOOMINGTON, ILL., January 12, 1865.

A short time ago, I received a letter from Mr. Marcius Willson, informing me that he was about to publish a new edition of the "*Reviewers Reviewed*," etc. He inclosed a letter from Rev. Mr. Andrus, and desired me to indorse it, or make such other statements as I might think "truth and justice demanded;" and promised to publish what I might say in his next edition of the before mentioned pamphlet. I immediately wrote to Mr. Willson, promising to write him such a letter as I thought "truth and justice demanded," if I was correct in understanding him to agree to publish it. To this Mr. Willson made no reply. I have Mr. Willson's promise in his own handwriting, to publish my statements, and am at a loss to know why he does not call for my views. He stated in his letter that he understood I occupied the same position as Mr. Andrus, in regard to the Report of the Bloomington Text-Book Committee upon his Readers. In that letter Mr. Andrus made the following statement:

"Mr. Burnham and myself did no part of the work of reviewing until after the Report was written. Then we met, by invitation, at Mr. Hatch's law office, and as Mr. Hatch cited the points he had made, we turned to the pages of the books referred to. This we did—*this*, and no more. There seemed a *show* of correctness in the allusions to the *plates* (illustrations) of the books, the irregularity of punctuation, and certain items in their mechanical execution. Still, I regarded the whole criticism, from beginning to end, as *hypercritical*, and I so regard it now. As to the relative amount of *historic, didactic, oratorical* and *poetic* matter contained in your books, neither Mr. Burnham nor myself made any estimate."

I showed this to Mr. Andrus, and explained that he must have been laboring under a false impression, as I had spent a great deal of time in the examination of Willson's Readers, and

did not wish to be represented as having signed the Committee's Report, carelessly and reluctantly. Mr. Andrus *promised* to correct his statement regarding me, and said that Mr. Willson would give me the benefit of the correction in the next edition of the "*Reviewers Reviewed*," etc. Mr. Willson did not do this, and I am now represented as having been, and continuing, in the same position that Mr. Andrus occupies in regard to the Report of the Bloomington Text-Book Committee.

I am, and always have been, on the most friendly terms with Mr. Andrus, for whom I have a very high respect; and I very much regret that I am placed by his letter in a false position; and have his assurance of similar regret. The fact is, *I had spent a great deal of time in examining Willson's Readers*, previous to the time when the Board of Education called for a report upon them. My position, as Superintendent of the City Schools, naturally made it my business to investigate the merits of the different text-books offered for use in the public schools; although my daily duties were such, that when the official investigation was made by the Committee, I was unable to devote much labor to the work at any one time.

As Mr. Andrus knew this latter fact, he probably supposed I did not assist in making the examination of the Readers, and hence his statements.

Mr. Hatch has showed me his statement, and I cheerfully indorse his allusions to our Report. All of his statements affecting me, or relating in any way to my responsibility for the Report are strictly true; and I know positively, that most of his other statements are correct. From my intimate knowledge of his character, as a high-toned Christian gentleman, I am led to believe that the few

statements, in his letter with which I am unacquainted, are also correct.

I distinctly remember that Mr. Andrus *did* remark, at the time we signed the Report, as Mr. Hatch says, "*I believe the criticisms all well taken, and I can sign it cheerfully.*"

I am neither ashamed of my share in the responsibility for that Report, nor sorry that it has been printed; although at the time I signed it, I did not suppose it would ever be

taken from the files of the Board of Education. I need not reiterate the criticisms and statements of the Committee of which I was a member, and shall only remark, that a more careful consideration of our Report, has convinced me that we did no injustice to Willson's Readers.

J. H. BURNHAM, *Editor of*

"*Bloomington Pantagraph*;" *late Supt. of Bloomington Schools.*

HARPER'S MAGAZINE FOR FEBRUARY.

Since the foregoing statements were placed in our hands, we have received a copy of the BLOOMINGTON PANTAGRAPH, edited by Mr. Burnham, from which we clip the following:

DALTON & DIBBLE have received the February No. of *Harper's Magazine*. In addition to its usual variety of valuable literary and miscellaneous reading matter, it contains an advertising *addendum*, that seems likely to give Bloomington in general, and a few of its citizens in particular, no small notoriety.

Something like a year ago, an effort was made to introduce Willson's (so called) Scientific Readers into the public schools of this city. The Board of Education instructed the Text-book Committee to examine and report upon their merits. W. M. Hatch, Esq., was chairman, and Rev. R. Andrus and the editor of this paper were the other members (the latter being Superintendent, was a member by appointment of the Board of Education,) and the written Report of that Committee was *unanimously* adopted by the Board, and placed on file. The Report was long, and took a very decided stand against Willson's Readers, criticising them to the extent of the ability of two of the members of said Committee. No allusion was made to any other set of reading books; but the publishers of McGuffey's Readers obtained a copy of the Report, and published it, as evidence against Willson's Readers, which, it should have been stated, are owned and published by the Harpers. The latter Firm soon issued a reply. So far, it was the work of publishers.

In November, 1864, Rev. Mr. Andrus sent a letter to Mr. Willson or the Harpers, expressing the opinion that the Report had done injustice to the Readers, and intimating that we (the editor of this paper) were also of the same opinion. The February number of *Harper's Magazine* contains this letter, a criticism

upon the "Bloomington Review," and a great many slanderous strictures upon the Committee, who made, or rather upon that portion of the Committee who still indorse, that Report.

Mr. Andrus was mistaken in supposing that we had such a small share in the Report, and *has since asked the Harpers to make a correction respecting our responsibility for the production. This correction the Harpers have REFUSED to make*; and we now stand published as having signed a report, which we scarcely understood. We wish it *distinctly* known, that we labored to the extent of our ability in assisting Mr. Hatch in the preparation of the Report; that we signed it *cordially*, under the impression that Willson's Readers were a humbug and an imposition; and that we are neither ashamed of, nor sorry for, our part of the responsibility for said Report. Mr. Hatch did the main part of the labor of reviewing Willson's Readers. Having been a general agent for a set of Readers in former years, he is eminently qualified for such criticisms. . . .

We have been prepared for the grand advertisement [of the Harpers] for some time, as the general agent for Willson's Readers was here, and *threatened it, unless there was a general backing down on the part of the Committee.* We signed the report without hope of reward, and have never received, or had the promise of, the value of a sheet of blank paper for our share of the work. We opposed the adoption of what, in our opinion, was a set of "humbug" Readers, and that was the extent of our interest. We have always been opposed to a change of text-books unless very good reasons existed.

SCIENTIFIC INACCURACY.

To show the opinion entertained of Willson's Readers by an eminent naturalist, widely known as an exact and accurate observer and scholar, we quote a few paragraphs from *Professor Haldeman's NOTES ON WILLSON'S READERS*. For convenience simply, we disregard his order and method of arrangement :

1. Mr. Willson, in his "gradually progressive" method, gives the "*classes* into which the Mammalia are divided." This is beginning low enough with 'progressive' science and the avoidance of "useless technicalities," because there are no *classes* of Mammalia, this class being divided into orders, a term quite too technical for Mr. Willson thus far.

2. Some naturalists, as Linneus, admit few genera; others, as Cuvier, multiply them. But if dogs and foxes are united in the genus *Canis*, it is obvious that horses and zebras must be placed in *Equus*; or, in plain English, if a fox is a kind of dog, a zebra is a kind of horse.

3. Ignorant of this, and incapable of using scientific materials, Mr. Willson puts the hyenas and foxes in the genus *Canis* with the dogs, the various seals in *Phoca*, and he makes a moose congeneric with a deer. Nevertheless, so free is he from ideas of method, that he places horses in *Equus*, asses in *Asinus*, and zebras in *Hippotigris*.

4. He puts the ground squirrel and flying squirrel (3, 231) in the same genus, but separates the muskrat from other rodents, "the muskrat, an animal which belongs to the beaver tribe," (3, 232)—but it is hard to guess what he means by *tribe*, *race*, *order*, *class*, etc.

5. Similar inconsistencies occur in other places, as in the Fourth Reader, (p. 84,) where the golden eagle and bald-eagle are separated generically, whilst the swallow-tailed hawk and fish-hawk are made congeneric. See also the farrago of genera in 4, 101, compared with 4, 97.

6. Being doubtful (3, 162) as to whether the raccoon is generically a bear or a raccoon, he makes it both, in calling it "*Ursus*, or *Procyon lotor*." The star-nose mole (3, 180) was a similar puzzle—met in a similar manner, although there was no difficulty in either case. "Some writers place the hyenas in a class by themselves;" and in making it a *Canis* the author places himself a century behind the age, the genus *Hyæna* having been founded in 1766.

7. As a general rule, Latin adjectives used as specific names have a small initial, a rule which some would extend to all specific names, as in the Smithsonian Report, 1861, page 401, etc., where we find the specific names *americanus*, *carolinensis*, *swainsoni*, *traillii*. (See also Eaton's Botany.) Nor is there any genuine rule of Latin or Greek grammar which requires a capital letter to words like *europæus*, *εὐρωπαϊκός* (European.)

8. But Mr. Willson has his own mode of using capitals, or his compositor may have been "out of sorts," for he has *rumphii*, *mantelli*, and *Pennantii*; *Satyris* and *monachus*; *cornubiensis* and *Guianensis* (both proper adjectives); *maximus* with a little initial, and *Magna* with a big one; *Islandica* and *prasinoides* (both named from islands); *arctica* and *Pelagica*; *japonica* and *Virginiana*; *americana* and *damascena*, *terra-nova* (Newfoundland); *Sus Babyroussa*, *Corvus corax*, and *Tetrao cupido* (named from the fancied resemblance of its tufts to the wings of *Cupid*;) and the "bank-sian ray" (5, 265,) named after Sir Joseph Banks. Now and then a generic name takes a small initial, as in "*acacia Arabica*." (5, 162,) and when the "*Wild dahlia*" (5, 164,) becomes a "*Cultivated Dahlia*" (5, 165,) it is honored with a capital D.

9. Animals being higher than plants, their English names are honored with capital initials, as in "*Big Water Lizard*" (5, 72;) whilst plants are dishonored with little ones, as in "*Great fan palm*" (5, 189,) but as plants are poetised into literary importance, amends are made by accentualizing their names (as in *U! mus campest' tris*), a distinction denied to animals.

10. "*A Silurian crinoidea*" (a plural noun,) should have been *crinoid*, or *crinoidean*. *Felis Himalayanus*, a masculine adjective made to agree with a feminine noun, and *Tanager rubra* (4, 118,) a feminine adjective made to agree with a masculine noun, are suggestive of an unwritten Willson's Anthon's Schmitz's Zumpt's Latin Grammar, sheep extra.

11. Mr. Willson has written History, and

his ability to do the subject justice may be judged from the fact that he has been guilty of falsifying Alexander Wilson's account of the bald-eagle by interpolating a *spurious passage*, namely, the words "as he is not a fisher himself," (4, 92.) But the bald-eagle belongs to the group of fishing eagles, and with wings nearly closed he darts headlong into the water for his prey, in the general manner of the fish-hawk.

12. In the Third Reader (p. 171,) is an apocryphal account of a sea-bear '*stalking about* in the most insolent manner,' an animal thus described in the Naturalist's Library, *MAMMALIA* (8, 256)—"The hind flippers . . . can not assume the position as in standing, so that when the animal attempts to move forward on land, it draws its hind feet and the whole of its body behind it like an inert mass." How can such an animal *stalk*?

13. The skull, or, in Mr. Willson's verbiage, *what is called* the skull, "is composed of eight bony plates closely interlocked on their edges. It covers the top of the head, like a bowl or basin, giving support to the scalp or skin of the head, and the hair, and protecting from injury the brain which lies beneath it." From this it appears that the globular skull of eight bones (including its occipital floor) covers the *top of the head*, and protects the brain beneath it.

14. "As no heat or combustion can be produced without consuming oxygen, and giving out in its place carbonic acid gas, we learn that the air of highly-heated rooms must be impure." (4, 55, ¶ 9.) No heat, no combustion without oxygen? Is there neither when a lighted taper is placed in chlorine? Is carbonic acid the result when phosphorus or iron is burned in oxygen? and how did "we learn" that the air in highly-heated rooms is *on that account* impure?

15. In ¶ 10, p. 55, it is stated that pure charcoal consists *wholly* of carbon, as if some deep chemical idea was to be developed; but it only bears upon the danger of breathing the carbonic acid evolved from burning coal of any kind, whether that which is wholly pure, or the ordinary kind, with its mineral constituents.

16. In another place (5, 416, ¶ 3,) charcoal need not be 'pure' to contain carbon *alone*, "charcoal and the diamond, though totally unlike each other, are composed of carbon alone." Composed? Can an *element* be a compound? *Totally* unlike? Are ice and water and steam totally unlike?

17. In glancing over the fishes of this volume, one is struck with the number of European and other foreign species admitted, whilst the American species are, to a great extent, those of the compiler's locality; the most interesting species of the Mississippi and its confluent, as well as of our Pacific coast, being neglected, as if the Readers had been 'calculated for the meridian of New York.' Here is a specimen of "Ichthyology" perhaps due to Mr. Willson's grandmother—"the pike . . . is said never to prey upon the tench, which is supposed to exert his healing powers by rubbing against the sides of the sick or wounded." (5, 244.) This is divesting science of 'dry details and technicalities,' (5, iv.)

18. The next striking point is the want of the *science* of zoology, as indicated in generic or other characteristics. Thus there is not a single figure of the bill of a bird, the tooth of a mammal, or the head of a serpent to aid in giving definite ideas of classification; and so far is the natural science from being adapted to develop thought, that, in my opinion, it will foster the too common habit of being content with *superficial* views, founded upon the imperfect knowledge of one who has not learned 'How to Observe.'

19. Oxygen constitutes "*one-half* of the solid materials of our globe!" (5, 483.) (Rejecting the melted interior?) Not to be too lavish of his admiration marks, the following sentence is without them—"quartz . . . constitutes by itself" (why by itself?) "nearly one-half of the crust of the earth." (5, 484.) and oxygen the other half?

20. "Pure quartz, which is crystallized silica, scratches glass with facility, and is next to the diamond in hardness." (5, 484.) Glass varies in hardness, some kinds are scratchable with a knife. Quartz is not necessarily crystallized, and as to its being next in hardness to the diamond (it would be well for Mr. Willson to take an 'object lesson' on the subject, when he would find that), it is exceeded in hardness by corundum, sapphire, and ruby.

21. It will have been seen, that if these animadversions (or one-half of them) are well founded, the series forms a mass of scientific charlatanism probably unparalleled in the annals of education, and the defects are of such a nature that to remove them the books (except by a verbal fiction) would cease to be WILLSON'S READERS.

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VOLUME XI.

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NUMBER 4.

HISTORY IN SCHOOLS.*

HISTORY is full of its lessons. "The thing that hath been, it is that which shall be; and that which is done is that which shall be done; and there is no new thing under the sun." A most accomplished writer of history declares that the record of the past, however completely mastered, can be comprehended by him only who studies it in the light of the present. This course marks the true historian, and distinguishes him from the mere antiquarian. So, too, the present is understood only as it is viewed in the light of the past. Men and nations pass away; principles live ever. Like causes produce like results. The actors and the stage may be changed, but the drama, be it tragedy or comedy, is ever repeated. Take a story of old Greece or Rome, change the names of men and places, and how wonderfully is it like a story of modern time!

The first lesson, then, that we learn from history is that it is both external and internal,—it has a body and a spirit. The outward manifestations—its wars, its dynasties, its architecture, its engineering—are its body. They are only the expression of its thought, its spirit. It is a mistake, then, when the pen of the historian, or the mind of his reader, has these things for its only or chief subject. Has not this mistake been frequently—yes, generally—made? How often, and how truly, is it said that History tells only of kings and of their wars! It seems to me that Gibbon had a very low estimate of his profession, when he wrote of the reign of Antoninus Pius that "It is marked by the rare advantage of furnishing few materials for histo-

* An Essay by Prof. E. C. Hewett. Read before the Illinois State Teachers' Association, at Monmouth, December 29th, 1864. Published by request of the Association.

ry; which is, indeed, little more than a record of the crimes, follies and misfortunes of mankind."

As the soul is more valuable than the body,— which is, or ought to be, only its expression or instrument,— so the great economical, social, political and religious opinions and questions which have possessed and agitated the minds of men at any point are more important, can we but grasp them, than the actions or institutions which they produced. They do not, however, lie upon the surface,— they are less tangible; indeed, it will often happen that we can learn nothing of them except through their outward manifestation. The oak is the expression of subtle forces which are working all about us night and day, how mightily, and yet how silently! Still, to study the laws and philosophy of vegetable growth is a deeper and nobler pursuit than mere 'botanizing'. And, if we should fortunately become familiar with one of those subtle principles, it will help us to explain, and remember, more facts than we can learn in a whole summer.

I think history also teaches that honesty, justice, patriotism, philanthropy, truth,— in short, what we call the right,— is always really successful 'in the long run'. Carlyle says: "Give a thing time; if it can succeed, it is a right thing." The proverb that 'Honesty is the best policy' expresses a belief in the same proposition. Bryant's declaration :

"Truth crushed to earth shall rise again;
The eternal years of God are hers,"

is prophecy,— as the true poet's words often are,— and not mere sound. Humanity has a capacity to see, and a disposition to exalt and reverence, truth and rectitude, when it can look with eyes unclouded by the selfishness and prejudice of the present. Hence, nothing is more true than the proverb '*Vox populi vox Dei*', if we take the voice of the people for all time, while nothing is likely to be more false at any given moment.

Now, if it is true that history justifies the belief that noble aims and straight-forward measures succeed better than selfish aims and crooked ways; that honesty, sincerity and integrity are more likely to win than chicanery, injustice, and fraud; nothing can be more important than that this belief should be a living faith, especially in these times, when so many seem to think that the schemes of the selfish and shrewd commonly triumph over the purposes of the just. Let us see if history will allow us to believe that the world's ambitious warriors and butchers of their kind succeeded. We will instance the

four greatest warriors, perhaps, of all time. When Alexander, the pretended son of Jupiter, after his meteor-like career, was about to sink a victim to his vices, and, foreseeing with his keen eye how his mighty empire would crumble in blood, exclaimed "Give my kingdom to the worthiest", did he feel that he had succeeded? His fabled grief for more worlds to conquer is not to be compared to his real grief in his dying hour. Did Hannibal die in triumph, when, 'on the lonely hill' in Bithynia, the foot of the hated conqueror on the neck of Carthage, he accomplished the vow of his early youth? When Cæsar fell at the foot of his great rival's statue, pierced with assassins' daggers, and the more poignant grief of violated friendship, was it a successful close of his unrivaled career? Napoleon's spirit passed away in exile and in storm, on the barren isle, far distant from France, on whose throne sat the Bourbon. And, to-day, the blood of of repudiated Josephine, and not that of Napoleon, flows in the veins of the Emperor of the French. Compare the end of any one of these great men with that of our own Washington, and tell me which succeeded,—ambition, talent, selfishness, and pride, or patriotism, integrity, philanthropy, and modesty. True, you may show from history that good followed from the actions of these men: so did good follow the treason of Judas Iscariot, and so will it follow the almost equal treason of Jeff. Davis. The question is, Did they succeed in what they attempted? Compare the upright, benevolent, successful Amos Lawrence with the miserable trickster Barnum, and see the same great truth illustrated in their attempts to get rich.

Again, history teaches that humanity, with all its crimes and misfortunes, is growing better, nobler, and happier. Three thousand years ago, the wise man said, "Say not thou What is the cause that the former days were better than these? for thou dost inquire wisely concerning this." I do not see how any one who compares the most civilized and highly-polished communities of antiquity with those of only moderate enlightenment in the present can doubt the truth I have stated above. Look at their blood-thirstiness, slavery, licentiousness, and general lack of all philanthropy, and see how they appear beside churches, schools, hospitals, and the multiplied schemes of active benevolence in our time. And are we not rapidly progressing in this direction? How long is it since the slave-trade became dishonorable? Even good John Newton, according to Macaulay, went on a Guinea voyage after slaves, armed both with prayer-books and hand-cuffs! Perhaps nothing more surely indicates the progress we speak of than the modern improvement in literature. Hillard says: "The purification of literature is the sign of a higher moral standard"; and how

much of the comparatively pure pages of Shakspeare needs to be emended, that it may not grate on modern ears! Do you remind me of our own poisonous novels, and of the deadly war we are now waging? I do not claim that we have reached the Millenium. But, I ask when before was vile literature written or read only by the vile? When before did the Sanitary and Christian Commissions accompany armies, ministering both to the material and spiritual wants of friend and foe alike? When before, in the world's history, in the midst of a war like ours, was money poured out like water, to build hospitals, to found asylums, to spread education and religion universally even to the millions of poor degraded freedmen? When before was slavery condemned by every civilized nation on the face of the earth? 'The world does move' in the direction of righteousness and truth. It is a day of bright hope for

"The generations
That, as yet unborn, are waiting
In the great mysterious darkness
Of the speechless days that shall be."

Once more, history clearly shows that behind, within, and above, all human events and actions, there is the great God working out his vast plans, and that the complicated web that we are weaving must be according to his pattern. Willingly, or otherwise, each of us helps to complete some part of the grand design: "if willingly, we have a reward, if unwillingly, a dispensation is committed" to us. God's voice in history has been inviting this nation, for the last eighty years, to be rid of human bondage; and the same voice, through the same medium, has loudly threatened us if we refused. We did refuse; it would cost too much. To-day, the red furnace of war melts the shackles from the bondman's limbs, at what a fearful increase of cost in money, to say nothing of the cost in blood and broken hearts!

On the spot in Rome where the early Christians sealed their faith by bloody and fearful deaths, the proudest temple of Christendom now rears its mighty dome. Even the sceptic Gibbon must note the coincidence, and says: "Those who survey with a curious eye the revolutions of mankind may observe that the gardens and circus of Nero on the Vatican, which were polluted with the blood of the first Christians, have been rendered still more famous by the triumph, and by the abuse, of the persecuted religion." Do you ask "Why, then, wars and oppressions, if God rules in history?" I reply, "Why tempests and pestilence, sin and death?" It is well to remind ourselves that "'T is but a part we see, and not the whole." But, as an eminent Christian writer well says, "Clearer and more powerful than ever song

of bard to justify the ways of God to man is the silent roll of the ages." So, to my mind, must every true student of history think. The same writer says again, "Humanity is a patient difficult to deal with; and, for our part, we suspect the monster will have to be bled several times yet; however, it will bleed no longer than until bleeding ceases to be a necessary means of cure." Let us firmly believe that nothing is more certain than that God works in the affairs of men, even though he come in the storm and whirlwind.

We have glanced at some of the great lessons in history; but it is full of minor lessons, suited to guide us, as nations or as individuals, in almost every possible combination of circumstances. The loquacious poet in *Rasselas* talks thus: "The present state of things is the consequence of the former, and it is natural to inquire what were the sources of the good that we enjoy, or of the evil that we suffer. If we act only for ourselves, to neglect the study of history is not prudent: if we are intrusted with the care of others, it is not just." But where shall this study—second to no other in instructiveness—be commenced, if not in our common schools? And how shall we teach it there? The consideration of the last question shall occupy the rest of this paper. It is not for the school to furnish all necessary knowledge on the subject of history, any more than on any other subject. But it is important that the study should begin in school, and that it should begin properly; that the mind should commence gathering its stores of facts and be taught how to do it, even though the lessons those facts may teach be dwelt upon but slightly.

It is easy for the young mind to learn one story or several, 'after a fashion'; but it is not easy to learn many stories accurately, distinctly, and in their true relations to each other. In history loose knowledge is of no value. It is worthless to know that some body discovered some country, at some time; but not to be sure whether that person was Julius Cæsar or Columbus, whether the country was Cathay or America, or whether it was discovered during the dark ages or just as the world was arousing itself from that sleep of a thousand years. Who that has taught history does not know how wretchedly students are inclined to 'mix things'? This must never be allowed for a moment, it must not be treated as a trifling mistake; it is fatal. Historical facts must be learned in their true relations, or they are totally useless for any high purpose of historical knowledge,—they may be far worse than useless. The question arises, How, then, shall these facts be thus systematically bound together? I reply that there are four natural ligaments or *corda*, which may connect them for our remembrance and use; and I know of no principle of natural association which does not depend upon some one or more of these four.

The first of these ligaments is that of time. The most complete aid in fixing historical facts is a knowledge of dates, or chronology. I know that this part of the work students generally neglect, if allowed to do so; and I know that many older persons often talk as if books and teachers insist too much upon a knowledge of dates. How often we hear some one say "Well, I remember the story, but I ca' n't tell exactly when it happened; really, I never could remember dates." Doubtless, the speaker is mistaken or self-deceived; the same degree of interest and attention would, probably, enable the mind to retain a date as easily as the price of corn or the cost per yard of ribbon. But, if your assertion should happen to be true, then you can not remember history. Do not console yourself with the thought that you have history all but the dates: you can not have history without dates. You may remember a story or stories, but they are as unlike real history as the human body deprived of every bone is unlike the perfect human body. Of course, I do not mean to urge that the memory should be loaded with every date connected with every event in history, nor to say that the acquiring of dates may not be carried too far; but I do mean to say that the leading dates should be learned thoroughly and exactly, for all time, and they should become centres, around which may cluster dates of less importance.

For illustration, 1492, the date of the discovery of America, is fixed; what a multitude of things can be made to crystallize around this single point! The same year that Columbus sailed on his remarkable voyage, the last stronghold of the Moors in Spain, Granada, capitulated to his Most Catholic Majesty Ferdinand; and that same year, too, the king of England, Henry VII,—he who had so triumphantly closed the Wars of the Roses,—welcomed the birth of the prince who afterward became the famous, and infamous, Henry VIII. Seven years later, the Portuguese Vasco de Gama found his way around the Cape of Good Hope, thus opening the way for European conquests and settlements in the East. Now, also, began the great series of discoveries and settlements in the New World. Thirty years, nearly, had passed after the great discovery, when Magellan pushed his adventurous bark around South America, and the first circumnavigation of the world was accomplished; at the same time, Cortez was achieving his discoveries and triumphs in Mexico. Just about the same time began the great Protestant Reformation; in its turn quickly followed by the founding of the Order of Jesuits, who have played so large a part in the world's history. Now, too, learning and science awoke. The art of Printing had just been given to the world;

Wycliffe had translated the Bible into the vulgar tongue; Chaucer's strains were still vibrating in English ears; the Medici in Italy were fostering the Arts and Literature; and the dawn of that day had begun which, almost a century later, gave us Shakspeare, Spenser, and the other great lights of the Elizabethan era.

What we have done with this great epoch in the world's history may be done with the leading event in any minor period. Suppose we are learning the story of our Revolution: it is easy to fix the date of some prominent event in each year of the war, and then to group the other events of the year about it. For instance, the battle of Bunker's Hill will mark 1775; the Declaration, 1776; the surrender of Burgoyne, 1777, etc. An excellent connector for the events of any country's history is a table of its rulers and their periods thoroughly memorized: as the English sovereigns for English history, or our presidential administrations for our later history. In studying chronology, great help may be got from a judicious use of charts, 'chronological trees', 'rivers of time', and similar devices. The philosophy of this seems to be that the mind retains most easily those things which, have, in some form, been presented to the eye. Every school-boy knows that when he remembers a piece for declamation, he is very likely to recall the page, and place on the page, of every paragraph; this illustrates a principle which may be used effectively in fixing dates.

The second of the four ligaments mentioned is that of place, or geography in its true sense: not simply a knowledge of the relative position of towns and countries that is, a knowledge of the earth as the abode of man alone,—but of the earth as it is,—of its oceans, rivers, mountains, climates, soil, and mineral and agricultural resources. Indeed, some have thought it not difficult to show that these things—the physical nature of a country—not only determine and give the key to its history, but induce the economical, political, moral and, to a great extent, religious condition of its people.

Very justly does Dr. Arnold remark that "No man who is not a good geographer can be a good military historian." Any one who has studied a good physical map of the United States and Canada must have noticed the remarkable depressions which cut off New England, New Brunswick, Nova Scotia and a part of Canada, from the rest of the continent. The tide flows to Quebec; and higher up, the St. Lawrence still shows the depression as far as Ontario. A cross-furrow cuts to the very base of the Apalachian mountain system,—its southern end is marked by the Hudson River, and its northern by Lake Champlain and the Sorelle. The tide comes to Albany; and

the summit of the canal between Albany and Whitehall is but 150 feet above the sea. Another cross-furrow, at right angles to the last, is marked by the eastern end of Lake Ontario and the Mohawk valley. Now what has this to do with history? Let us see. In the old Indian wars, forts were erected on the Hudson and on the Mohawk. In King William's war, an expedition was planned to go to Quebec by water, and there to meet a land force which should go by Lake Champlain and Montreal. During Queen Anne's war, the same thing was twice attempted. In the French-and-Indian war, the operations on Lakes George and Champlain and the St. Lawrence were among the most important. In the Revolution, the famous expedition of Arnold and Montgomery followed the same track, except that Arnold went by another depression, that of the Kennebec and Chaudiere, because, our enemies being masters of the sea, he could not go by the St. Lawrence. Later in the same war, Burgoyne started, both by way of Champlain and of the Mohawk, intending to meet Clinton from New York and thus completely to sever New England from the rest of the country. In this plan there was a recognition of all the valleys we have noticed; and its defeat was due to other causes than the shape of the country. In our last war with England we planned the old campaign over again; and the movements of the British which gave us the splendid victories of Champlain and Plattsburg were due to the same geographical features. And, if again so sad a blow as war between England and America should befall the civilized world, the same ground would again become historic. So much has the geography of a single region to do in shaping the military history of a country during so brief a time as our national history covers. In future years, how important to a student of our present struggle will be a knowledge of the peculiar features of the Shenandoah valley, of the Peninsula, and of other parts of Virginia! But I must stop; time forbids that I should enter so wide a field.

Let a single illustration from Sacred History show how interesting historical facts connect themselves with some peculiar feature of country. A few miles southeast of old Samaria stands Mt. Ebal; a few hundred yards south of it, across a deep and fertile valley, rises Mt. Gerizim; in the valley between is the city of Sychar, the modern Nablous. How many historical associations cluster around this spot! Here Jacob dwelt on his return from Padan-aram; here he obtained a possession from the sons of 'Hamor, the father of Shechem'; here he dug his well, and 'drank thereof, himself, and his children, and his cattle'. At his death he gave this land to his favorite, Joseph. Here the bones of Joseph reposed, after their long journey in the forty-

years wanderings. Here, from the southern mountain, sounded the blessings on those who should keep the law; while from the top of Ebal came the curses upon the transgressors. After the revolt of the ten tribes, the false worship was established on Mt. Gerizim, to satisfy those who still wished to go to Jerusalem to worship. And here, sitting weary and travel-worn by the well of Jacob, our Lord told the Samaritan woman of those other waters, whereof he who drinketh shall never thirst.

A third ligament of history is the connection by persons, or Biography. I will limit myself to one illustration. How much of the most interesting part of our national history associates itself with Alexander Hamilton! Many events of the Revolution cluster around his early efforts in the war, his position in the military family of Washington, and his marriage into the family of the noble Schuyler. Who played a more prominent part than he in the struggle which came near wrecking us before the adoption of our Constitution? Right valiantly and ably did he represent one of the two great antagonistic ideas between which that instrument is a wonderful compromise. What services he rendered in establishing our financial affairs on a sound basis! What aid he gave to Washington, in those troublous days when thousands were ready to plunge into the fearful gulf which the madness of the French Revolution had opened! It is important to notice his connection with the early events of Jefferson's administration, and not less important his fatal relations to Burr, the selfish, oily, slimy traitor, villain, and murderer. Thus, the chief events of thirty most interesting years of our history can be learned and remembered in connection with his biography.

The fourth and last ligament of history that I shall mention is that of logical sequence, or cause and effect. This is the deepest and most important of all; but it can be used with young learners less, probably, than any other, for the very reason that it is deeper, and often less tangible. Complete knowledge here would give us the full philosophy of history. To acquire such knowledge is the highest effort of the student of history. Perhaps Hallam and May have developed this feature of English history better than any other writer has done it. Something, however, can be done with this 'thread', even with quite young students. For instance, it is not difficult to show how the ideas the Pilgrims brought to this country,—the unions the colonies were led to form, from time to time,—their combined struggles against the French and the savages,—and, above all, the long series of British oppressions,—unconsciously to our fathers, paved the way for the Revolution, and the subsequent Union, whose

rich blessings we still enjoy, and are likely to enjoy, despite the envy and hate of foreign despots and of home traitors.

However, Chronology, Geography, Biography, and Philosophy, all combined, give us only a part of History — the frame-work or skeleton, as it were; although they frequently include all that we can learn from the grave and dignified historian, and some times more. This part of history — which Macaulay compares to a chart or map — gives us little of the dramatic side; we may know it all, and yet be very ignorant as to the manner in which the common people lived, dressed, talked, moved, thought, acted, died, and were buried. This latter knowledge, which enables us to see the people of past ages, and, as it were, to live among them, the same elegant writer compares to a picture, and says that instruction in these particulars is commonly left to the writer of historical romances. But, I suppose, it is easy to see that, when these two things are separated, a knowledge of the dry facts must go before the perusal of the romance, if that perusal is to be of much profit in a historical point of view. Still, it is very desirable that the two should be blended as much as possible in the mind of the student, even if it is not well done on the pages of his text-book. A clear, well-trained imagination is of the greatest advantage in the study of History, as well as in most other studies. Readers of Tom Brown at Oxford will remember Hardy's plan of study, which, to me, seems well designed to accomplish much in this last particular, and to contain a valuable hint for teachers of History, as well as for learners who have some maturity of mind. Older students of History will, also, find many suggestions that will be of great value to them in Dr. Thomas Arnold's course of 'Lectures on Modern History'.

But most of us, I suppose, have to do with younger students, whose time is limited, and who can only hope, in school, to get an outline which subsequent reading must fill up. Let us see to it, then, that the outline is severe, distinct, and clear; and I propose to detain you further, only to suggest some things in relation to class exercises, which tend, in my opinion, to this object. After what I have already said, I need not dwell long on this part of the subject. First, then, do not allow your pupil to expect that you will ask the questions printed in the book. These questions usually supply the very hinges, links or connections of the subject, which make the most important part for him to give, and the part he is most likely to neglect. Require him to be ready to tell 'what comes next?' trusting to the natural connections that we have noticed for the power to do so.

Second, Require the pupil to give the story, clearly and succinctly, in his own language. Do not accept the language of the book,

unless, in rare instances and for good reasons, you have pointed out some part to be committed; then, require the words exactly.

Third, Insist upon an exact knowledge of dates; at least in those cases where you have previously indicated the dates to be remembered. Frequently stop to group minor and relative dates about some leading one already learned. Assist your pupil to make and use charts and diagrams, to aid him in his Chronology.

Fourth, Be sure your pupil masters the Geography connected with his History. Often ask questions about it. Require him frequently to make maps and diagrams illustrating the battles, and other portions of the study. Never allow him to proceed in any part of this whole subject without maps of the country you are studying at hand, either in the text-book or in some other form.

Fifth, Attend to the Biography. Require the pupil, from time to time, to bring together all the facts he has gained relating to one person. Make that person, as much as possible, a real being in the learner's mind. Show, if you can, his picture, or fac-similes of his handwriting, and do any thing else that you are able, to assist in a clear conception of his personality.

Sixth, Do all you can to give the picturesque part of the History, already mentioned. After the text is mastered, illustrate by exhibiting pictures, reading stories, relating facts from your own knowledge, or in any other way helping the imagination to fill up the outline. Who can forget that the tea was destroyed in Boston Harbor in December, if you help him once to see the clear winter moonlight that shone on the patriots at their work?

Seventh, and last, Make frequent and thorough reviews. Let your pupil expect review questions at each recitation, especially if allusion is made in the text to something that has gone before, or if mention is made of some date or place or person already considered. In short, keep putting things together until the student shall have a complete outline, however meagre, and not a mere collection of meaningless fragments.

In conclusion, let me ask, What study can be more important than that of History; especially for American students, every one of whom is to help make the history of his country, and in this period, when the stupendous history we are daily making shall delight or grieve the friends of the human race to the end of time?

THE NORMAL UNIVERSITY.

THE Normal University of the State of Illinois has had a somewhat eventful history. It began in the earnest convictions and wise foresight of the teachers of the state, and has been fostered by their energy and perseverance. In some respects it has been singularly fortunate; in others, no less singularly the reverse. Its beginning was in a period of the highest financial prosperity, when it was comparatively easy to make large collections of funds; but no sooner were the promised supplies actually required for use, than the whole country became involved in a commercial crash, and the year 1857 seemed to dash the hopes of many friends of the institution, and, in the eyes of prudent men, to make the success of the enterprise very doubtful. McLean county and the citizens of Bloomington and vicinity had made very large subscriptions toward the erection of the building, the sum subscribed amounting to some \$140,000. But the money had been promised in times of inflated prices and unnatural prosperity, and it became necessary to collect it during the most stringent financial period that the country has known for many years.

It is not difficult to understand the events that then took place. Men were unable to pay what they had subscribed. The county was unable, except at ruinous sacrifices, to dispose of the lands from the sale of which the amount promised by it was to be derived. The work on the building was stopped. The walls began to crumble under the influence of varying weather. It began to look as if the structure would never be any thing but a premature ruin. Then it was that the indomitable perseverance of a few men was put to the severest and most lingering trial. Innumerable expedients were adopted. Men were urged on the one hand, by every available means of influence, to pay their subscriptions; and on the other, to refrain from pushing to extremities their claims against the institution. Private credit was used to the verge of bankruptcy, to secure the completion of the house, and after many delays, and one suspension of more than a year, it finally appeared a whole and perfect structure.

But it was found, when this result was reached, that the funds, even by spending every cent available, were not sufficient to meet the liabilities incurred in the erection of the building. An appeal was therefore made to the Legislature to make up the deficiency by an appropriation of a portion of the interest of the College and Seminary Fund, which the state had applied to its own use. Sixty-five thousand

dollars were thus appropriated, and the amount was supposed to be amply sufficient to cancel all indebtedness. But the event proved far otherwise. The \$65,000 was soon expended, and there still remained claims against the institution to the amount of forty thousand dollars or more. Suits were brought and judgments obtained. It began to look as if the whole result of the labor of years would be sacrificed to satisfy these remaining claims,—as if the institution must soon, after all, be rendered houseless and homeless.

And then, too, came a storm of complaints. Mismanagement, speculation, maladministration of funds, began to be freely and industriously charged against those who had had control of the financial matters. A want of confidence in the institution was apparent in every portion of the state. Even its best friends began to despair.

But, in the mean time, the institution continued quietly but vigorously to labor upon its legitimate function—the training of teachers for our public schools. Earnest and devoted men and women threw every energy of their souls into the glorious work. It was deliberately resolved that the enterprise should be made to stand upon its merits, or should be allowed to fall; that the people of Illinois should be made to see that the school is a necessity to their highest educational prosperity, and that it can and will accomplish what is set for it to do. This was done in the full confidence that there is sufficient intelligence in our state to judge aright on such a question, and sufficient virtue and public spirit to maintain whatever is found necessary to the efficiency of our free schools.

And this confidence has not been misplaced. The Legislature, recently adjourned, decreed by a vote of more than three to one, in both houses, the payment by the state of our debts. And this notwithstanding the belief at that time in the minds of many of the members that the financial management of former years had been faulty. It was declared that the *state could not afford to sacrifice the institution*, whether its money matters, in past years, had been properly managed or not; and on this basis the necessary appropriations were made.

But this is not all. After the passage of the bill for paying the University's debts, a committee was appointed in the House of Representatives—a committee which for ability and honesty commanded the respect and confidence of all who knew them—for the investigation of its financial affairs and history. They were empowered to send for persons and papers. Books were examined and men were sworn by them. They entered upon their work with the full determination of exposing every instance of fraud, and of branding its author with the infamy he had earned; and they expected to find no lean harvest.

Rigorously they scrutinized every entry, closely they cross-examined every witness.

And what was the result? The most complete vindication of the early transactions of the Board of Education, of the good faith of McLean county and of its citizens in fulfilling their promises to the University, and of the probity and honor of Gen. Hovey as Principal and Financial Agent. Of the whole amount subscribed for the erection of the building, less than \$3,000, has failed of being actually paid up,—a sum which, when we think of the financial revulsion during which most of the collections were made, appears astonishingly small. How many merchants in 1857, in collecting their outstanding debts, were able to escape with a loss of two per cent.? But, by the report of the Committee, this was accomplished in the collection of these subscriptions. And to show how little the state had suffered in all these transactions, it was ascertained that only \$97,000 had ever been expended by the state upon the University, and in acquiring all the property belonging to the board; whereas the present value of that property, as given on oath before the committee by Hon. J. E. McClun and W. M. Hatch, Esq., two gentlemen eminently fitted to testify on this point, is, at the very least, \$270,000. So that in its dealings with the Normal University the State of Illinois has cleared the very satisfactory little sum of \$173,000. Surely there has been no gross swindling of the state here.

The University, then, stands now on a firm foundation. Its debts are paid. Its lands are free from incumbrance. Its good name is fully vindicated, as to its past as well as present history. It is laboring with unabated energy in the performance of its work. And we rejoice to believe that it enjoys the confidence of the people of Illinois.

We confess that the result of the above investigation is to us a source of the highest gratification. The Normal University of the State of Illinois should do for the state the highest and purest work. That it may do this effectually, it must itself be free from any taint of impurity. Its every influence must be of an exalting and refining character. In its history, at least, we feel now that it is what it should be. And so may it always be in its character and teaching!

CIPHERING.—A youngster, while perusing a chapter of Genesis, turning to his mother, inquired whether the people in those days 'used to do the sums on the ground'. He accounted for his question by reading the passage "And the sons of men multiplied upon the face of the earth."

MUSIC IN SCHOOLS.—No. II.

THE SCALE.—The scale, or eight notes, as it is often very erroneously called, lies at the foundation of music, both vocal and instrumental. It is the reservoir from which the composer draws the material out of which he constructs his song.

The scale is a series of eight tones, ascending and descending in a certain fixed order, which is the following: Between the tones *one* and *two*, or *do* and *re*; *two* and *three*, or *re* and *mi*; *four* and *five*, or *fa* and *sol*; *five* and *six*, or *sol* and *la*; and *six* and *seven*, or *la* and *si*, is an interval, or difference in pitch, which is called a *step* or *major second*. Between three and four, and seven and eight, is an interval called a half-step, or minor second. Instruction in singing may very profitably commence with this.

It is not very material with which of the three properties, length, pitch, and power, we do commence; still, this, as a general thing, furnishes the most interest. As the scale appeals entirely to the ear, it of course becomes necessary to introduce it to the class by either singing or playing it. Talking to the class about it, and explaining it ever so carefully, amounts to nothing. It in fact incumbers their memories with dry and unmeaning facts, which they can by no means understand until the *thing* is presented to them. After a class has heard the scale, it can tell something about it. It then knows how many tones there are in it. If the teacher wants his class to know a certain thing, let him do it before the class, so that the class can make the discovery. In all other branches taught there are two objects, viz: knowledge, and discipline. The same is true of music.

Let the teacher stand before the class and sing the scale to the syllable *la*. The class should then be required to sing the same. Dwell here until the whole class can ascend and descend the scale perfectly. If the class at first sing wrong, it will be of no use to tell them of it, and wherein they sing wrong. Sing it alone and with them, giving out the right thing very distinctly, and the class will very soon get it right.

The tones of the scale are named after the first eight numbers, thus: the first is named one; the second, two; etc.

A good exercise, which may now be introduced, is to call for different tones, thus: one, two, three, one, two, three, four, one, two, three, four, five, etc. Then thus: one, two, three, two, one, two, three, four, three, four, three, two, three, four, five, four, three, two, one, etc.,

etc., till the class are thoroughly able to pass up and down in the scale, with the utmost precision. You will notice that in the above no tones are skipped. Before commencing an exercise in the scale the class should sing it two or three times.

Another good exercise is this: teacher sings different tones to the syllable *la*, and requires the class to tell what tones he sings. He should sing one at a time, at first, then he can increase the number, as the knowledge of the class increases.

It is very convenient to have some simple syllable to sing to each tone. So we take the following for the several tones, beginning with one and ascending, viz: do, re, mi, fa, sol, la, si, do. These are called syllables.

Another good exercise is to sing one or more tones with the syllables, having the class sing the same. In this exercise you introduce as much variety as you please, and the more you have the better. Get a variety in pitch, length, and power.

Thus far nothing has been known of the scale, only as we hear it. We can now take various things to stand for or represent these tones. Any thing in the school-room may be used to represent *one*. Take something to represent *two*: and so on, a thing to represent each tone. Let it be understood that as you point to the thing which represents any tone they are to sing that tone. More anon.

O. B.

SOME OF THE DIFFICULTIES OF SCHOOL-KEEPING.

PERPLEXING questions, such as can hardly trouble people engaged in most other vocations, frequently agitate the mind of the thoughtful and earnest teacher. If I turn so many buckets of water into a cistern, the cistern will be full,—the case is plain; but how shall I contrive to make this pupil's mind receive so much arithmetic? I can not pour it in, like water into a cistern; I must take such a course as will make him acquire it for himself. Nor is this all: Is it certain that that course which will yield the most showy and speedy results is the one that will best prepare him for the gaining of mathematical knowledge in its higher departments? Still further, What is to be the effect of this or that method of learning elementary arithmetic upon the general mental habits of the pupil? Is it going to help him in his preparations to harvest in the great fields of literature—

to receive and use a knowledge of the wonders of nature,—or will it hinder in this work? Above all, how can I help him to keep his heart pure; his conscience tender; his sense of justice awake and active; his benevolence, love and toleration toward his fellows warm and effective; and his spirit humble, earnest, and truth-loving? How shall I conduct my work that this moral culture shall be materially aided by the intellectual advancement of my pupil?

Such are specimens of a multitude of general questions that throng the brain of every one who is earnest not merely to *keep school*, but really to teach. Take another view. Before this single person there are from twenty-five to one hundred pupils, differing in mental characteristics, various in their moral dispositions and qualities, thrown into close connection with each other, and exciting all each other's activities, good and bad, to a pitch of intensity. They have come from many different homes, in some of which they breathe the air of thoughtfulness and love; in others, they are the recipients only of silly indulgence or pettish correction; in others, poverty, unceasing toil, hard fortune, and affliction, are ever-present guests; while in others still, vicious parents not only set the constant example of brutish indulgence, but compel their children to feel the actual smart of continual and undeserved abuse. Add to all this that in six hours the teacher is to hear the recitations of these pupils in three or four studies each; is to observe and correct, when necessary, any breach of proper regulations; is expected to answer promptly and intelligently the thousand questions pertaining to the studies and other matters that the pupils shall ask him, and, in the midst of all, is to order both his instruction and discipline so as to have proper regard to the *individual peculiarities* of each child in order to secure the highest results.

Besides, the teacher must so conduct himself, both in school and out, as not to offend, or lose the good will and coöperation of, his directors or trustees, examining commissioner, and numerous patrons; and this, too, when their views are some times crude, often diverse, and not unfrequently directly opposed to each other. We state these things not to find fault or to complain: in its main features, we suppose the case can never be very different. We merely wanted to give some of the reasons why we claim that the teacher's office is second to none in importance, or in the difficulties that attend a proper discharge of its duties.

H.

"WATCHMAN, WHAT OF THE NIGHT?"

"Ho, Watchman on the battlements
That guard our nation's citadel,
Is it the morning star I see?
Does day approach? I pray you tell."
"Ay, traveler 't is the morning star;
The coming sun rolls back the night;
Look, how the east, long wrapped in gloom,
Is streaked all o'er with rosy light!"

"Say, watchman, tell us of the signs;
How know you that the day is near?
My eyes so long have borne the shade,
They scarcely see the dawning clear."
"Blind traveler, Charleston lies in dust;
The flag on Sumter floats again;
Our ships ride free at Wilmington;
The chief is shaking in his den."

"But, watchman, will the day be bright?
Will not old crimes becloud the sun?
Art sure 't is Freedom's rising morn
Whose glorious shining is begun?"
"Go, traveler, shout the tidings forth;
Cry 'joy' to all who wait and weep;
His hand that brought us through the night,
In Freedom's light, our land shall keep."

NORMAL, MARCH 3, 1865.

THREE HOURS TOO MANY.

The moments fly — a minute's gone!
The minutes fly — an hour is run!
The day is fled, the night is here!
Thus flies a week — a month — a year.

APRIL is here with her smiles and tears, and so are the Institutes. Smith says there is to be none in our county this spring, and I am glad of it! I knew you would stare, good reader, at this remark, and so I put an exclamation-point after it, to indicate that I am perfectly aware of the horror with which such a heterodox assertion will be received by Henry Barnard, Richard Edwards, and faithful educational men every where. "Strike," as the philosopher says in the Greek Reader, "but hear me."

That institutes are beneficial in their effects upon teachers and the community no one is disposed to question : that they do some times, nay, very often, become tedious, is also a truth that will meet no serious opposition. One great cause is the length of the daily sessions. Our County Institutes in the spring, and the State Association in the winter, occur during very short vacations. The teacher looks to them as breathing-spells — as brief intervals for rest and recreation. A sense of duty, however, calls him to the educational meeting, and he goes. There he sees a hundred brothers and sisters, equally care-worn with himself. The sessions begin at nine to close at twelve — at two to close at five — at seven to close at nine, making eight long hours of hard work ; for what work is harder than sitting still ? Our hero, being away from home, gets up late, and must rush from the breakfast-table in order to be at the roll-call at nine ; for punctuality is preached up at these places as the queen of virtues. Dinner is not ready at noon where he stops, and at last, when it does appear, all laws of mastication must be ignored, or he will be delinquent again and get a black look from the chairman. Back again to tea, and then back to the evening lecture, and then back to bed, about as tired an individual as Hercules after his twelve labors. All this must be patiently done for four or five days ; patiently, we say, for let a rash complaint escape your lips, and your reputation as a luminary in the profession will be instantly clouded. Our hero, in a word, at heart feels that he is completely sick of the seven legal and divers illegal branches, and that he would rather be at home, master of himself and his time and his tastes. He finally gets back to his school-room, and on looking into the glass the first morning after his return, discovers that the week's leisure (?) has not taken a single hideous wrinkle from his forehead.

What is the remedy ? Make the morning and afternoon sessions two hours long, in stead of three. As it is now, we all know the Institute is one grand rush from beginning to end — from meals to meeting, from meeting to meals. We are overworked, we get tired and worried, and make repeated secret resolves of staying away next time and visiting our country cousins. Besides, professional drill should not be considered the sole object of the Institute : it has social claims, as well. The teacher of a county or state rarely see each other except at these gatherings, and yet, according to the present time-table, there is no opportunity for any thing more than the mere interchange of formal courtesies. Long friendly conversations ; familiar comparison of experiences ; interviews so free and home-like as to make the members intimately acquainted, are simply impossible, unless a draft

is made on the hours demanded for dreams. Suppose on the two-hour plan there is n't so much time for Arithmetic and Grammar, for the discussion of whispering and corporal punishment: what then? Was man made simply to calculate and parse, and have his righteous soul vexed with stale remarks and lectures? Let the companionable element, therefore, figure so largely in the programme that we may look forward to the Institute with joy, and depart from it in peace and satisfaction.

Dixon, Illinois.

W. W. D.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address — "No. 56 Park Avenue, Chicago."

THE MAGIC-SQUARE PROBLEM.—My solution to this question was published in the August (1864) number. I see that objections are made to it in the February number by 'Ulysses', who claims that the solution there given is not of universal application. He "suspects that O. S. W. was not aware that the squares he makes are not the only magic-square arrangements of the same numbers (it should be figures), and are not even perfect magic squares." If his condemnation of my solution rests at all on his suspicions relative to my information on the subject of magic squares, I will endeavor to disabuse his mind of the erroneous impressions which it seems to have received.

A	B	C
17 24 1 8 15	1 7 13 19 25	18 22 9 5 11
23 5 7 14 16	18 24 5 6 12	10 1 13 17 24
4 6 13 20 22	10 11 17 23 4	12 19 25 6 3
10 12 19 21 3	22 3 9 15 16	21 8 2 14 20
11 18 25 2 9	14 20 21 2 8	4 15 16 23 7

The above square marked 'A' is a copy of one of the original squares given in the August number. I was required to send a solution to Prob. 88 to secure its publication; and sitting down, pen in hand, I preferred to take the most convenient way of making my illustrative squares, knowing that for the conditions of the question the arrangements were entirely accurate. Any one may see at a glance how the

figures were written, viz., upward diagonally to the right in the regular order of the numbers from 1 to 25. By an arrangement of this kind I get a regular series of numbers in one of the entire diagonals on which I base my solution. It is worth while to observe, also, that the figures in the middle vertical column represent numbers in a regular arithmetical progression, of which the extremes are the first and the last terms of the entire series of numbers, and the number of terms the number of subdivisions on one side of the large square; and therefore a solution of Problem 88 in brief might be deduced from the known laws of arithmetical series. Thus $\frac{1 + 99}{2} \times 99 = 485199$, which, it will be observed, is the same formula arrived at by 'Ulysses' in the February number by a different course of reasoning.

I object to his terming my arrangement of the figures in it an *accidental* arrangement, since it was made so specifically as to bring out these two points.

In the words of the original problem *numbers* and *figures* were carelessly allowed to usurp each other's proper place. The proper expressions undoubtedly would be 'Arrange the figures' and 'The sum of the numbers represented', etc.

In the diagram above marked 'B' I have re-arranged the figures of Diagram 'A', by writing the middle vertical column of A as the first horizontal row in B and, with some slight alterations in the order, taking the next vertical column to the left for the second row in B, and so on. In 'C', to quote from 'Ulysses', "I determined at the outset that the last number of the series, 25, should stand in the centre. I took no pains to determine in advance the place of any other number."

If 'Ulysses' will cast his eye toward the squares B and C, he will see an arrangement of figures in magic squares wherein the order of arrangement is entirely different from that of his squares; and a slight examination will convince him that they fulfill all the conditions which he regards essential to the formation of perfect magic squares.

Let me call his attention to one or two other facts that may have escaped his observation. In the above squares marked B and C (and this is also true of his squares thus marked), if we select any figure, and add to the number represented by it the several numbers represented by the figures in the squares next adjacent in both rank and file, we have 65. The same result will be reached if we add to it the numbers represented by the figures in the squares diagonally next adjacent. Thus in B: $11 + 24 + 17 + 3 + 10 = 65$, and $11 + 18 + 5 + 9 + 22 = 65$. The same is true if we pass from side to side of the en-

ture square. Thus in C: $18+22+10+4+11=65$, and $18+1+7+15+24=65$. The numbers *represented by the figures* in the centre and the four corner squares together amount to 65. Thus in B: $17+1+25+14+8=65$; and in C: $25+18+11+4+7=65$. Take any four of the adjacent figures forming a square and to the sum of the corresponding numbers add the number *represented by the figure* in the square next but one in the direction of either diagonal, and the sum is 65. Thus in B: $1+7+18+24+15=65$, and $24+5+11+17+8=65$, etc. Take any row, as the upper one in C: add the numbers *represented by the figures* in the centre and two outer squares, viz., $18+9+11$, and to this sum add the numbers represented by the figures in the second and third squares below 9 in the vertical column, viz., $25+2$, and we have 65. So in C: $10+13+24+2+16=65$. So in B: $1+10+14+17+23=65$; or, $19+23+2+11+10=65$. Again in B: $13+10+17+4+21=65$; and in C: $9+12+25+3+16=65$, etc., etc. I do not claim that, properly considered, these squares are magic squares rather than 'A'. That they have a greater variety of combinations to produce the same result is evident.

The series 1, 7, 13, 19, 25, may be found in some one of the above-suggested combinations in each of the five different squares. If the gauntlet thrown down by 'Ulysses' relative to his forming magic squares is intended to cover all squares with an odd number of divisions on a side, I will pay a handsome bonus for a magic square formed with the nine digits, having either 9 or 1 in the centre.

In conclusion, I admit the universality of 'Ulysses's' solution, but object to his condemnation of a solution relative to a particular arrangement, when that arrangement includes all the conditions necessarily implied in the given problem.

O. S. W.

ON THE EXPONENTIAL THEOREM.—Expand a^x into a series.

Put $a^x=y+1\dots(1)$. Taking the Napierian logarithm of 0, $x \log a = \log(y+1)\dots[2]$. Differentiating [2], $dx \log a = \frac{dy}{y+1} = dy \left(\frac{1}{1+y} \right) \dots[3]$. Developing $\frac{1}{1+y}$ by division, $\frac{1}{1+y} = 1 - y + y^2 - y^3 + y^4 - y^5 + \dots[4]$. $\therefore dx \log a = dy(1 - y + y^2 - y^3 + y^4 - y^5 + \dots)[5]$. Integrating [5], $x \log a = y - \frac{1}{2}y^2 + \frac{1}{3}y^3 - \frac{1}{4}y^4 + \frac{1}{5}y^5 - \frac{1}{6}y^6 + \dots[6]$. Reverting [6], $y = x \log a + \frac{x^2(\log a)^2}{2} + \frac{x^3(\log a)^3}{2 \cdot 3} + \dots[7]$. Adding 1 to each member of [7], $y+1 = 1 + x \log a + \frac{x^2(\log a)^2}{2} + \frac{x^3(\log a)^3}{2 \cdot 3} + \dots[8]$. Restoring the value of $y+1$, $a^x = 1 + x \log a + \frac{x^2(\log a)^2}{2}$

$+\frac{x^2(\log a)^2}{2 \cdot 3} + \text{etc...}[9]$. If $\log a = 1$, then $a = 1 + x + \frac{x^2}{2} + \frac{x^3}{2 \cdot 3} + \frac{x^4}{2 \cdot 3 \cdot 4} + \text{etc.}$; and if $x = 1$, $a = 1 + 1 + \frac{1}{2} + \frac{1}{6} + \frac{1}{24} + \frac{1}{120} + \text{etc.}$ A sufficient number of the terms of this series being assumed, we have $a = 2.71828182845904523536028747135266249$, which is the base of the Napierian System of Logarithms. ARTEMAS MARTIN.

PROBLEMS.—8. A gentleman purchased a cask of wine containing 100 gallons, on the first day of January, 1855. His servant drew from this cask the same day, and every succeeding day during two years, one gallon, always supplying the deficiency with a gallon of water; and then he drew a gallon daily for three years, supplying the deficiency every time with wine. Supposing the water and wine to have been thoroughly mixed at each drawing, what quantity of water remained in the cask at the end of the five years?

ARTEMAS MARTIN

9. Suppose a farmer to own a heifer at its birth. When 3 years old it gives birth to a heifer, and one each year afterward. The offspring do the same: that is, each gives birth to one at 3 years of age, and yearly thereafter. Presuming none to die, how large will be the farmer's herd at the end of 20 years?

10.

CHICAGO, JUNE 4, 1862.

For value received, I promise to pay A. B., or order, dollars, on demand, with interest at 6 per cent. C. D.

On this note was indorsed, Sept. 9, 1863, \$114.20, and the amount due May 15, 1864, was \$469.08. What was the face of the note?

MUCH labor may be performed in establishing the foundations of good character, exhausting emotions may often be put forth in building it up, and the hearts of many pupils, through this process, become bright with honor, when no increase of credit will be secured to the school. The percentage of attendance, the number of correct recitations, good marks for deportment, may all be made to tell directly upon the reputation of the teacher; and ready answers and orderly conduct, though obtained by motives of ambition or fear, may gain praise, and these obvious results be commendably observed in the reports, when a less obvious but far more important labor may have been totally neglected. Progress in justice, in kindliness, in sincerity, in love of country, in generous sentiments, can neither be positively measured nor exactly exhibited.

EDITOR'S TABLE.

EDITOR'S CHAIR.

MASSACHUSETTS.—The junior class at Amherst, in response to an appeal for aid for the freedmen, recently voted the class gymnasium uniform as a contribution from the class, thus giving fifty complete suits.

It is proposed to organize at once the school of industrial science of the Massachusetts Institute of Technology at Boston. The plan comprises lectures for those whose time does not admit of a fixed course of study, and especial instruction for those who desire to qualify themselves for the profession of either the mechanical engineer, the civil engineer, the builder and architect, the practical chemist, or the engineer of mines. The studies of the course are designed to extend over a period of four years, but students will also be received in advanced standing if found qualified.

George Phillips Bond, the director of the Cambridge Observatory and professor of astronomy in Harvard, died February 17, aged thirty-nine. He was a man of marked scientific ability, and of strong and unblemished character. J. W. O.

MAINE.—The educational system of the state is likely to be made more effective by the creation of a department of instruction. The commissioners having in charge the establishment of the agricultural college have been directed to memorialize Congress for an extension of the time in which to comply with the provisions of the act. J. W. O.

RHODE ISLAND.—The question agitating little Rhodey, just now, is whether colored children shall be admitted into the public schools. The legislature is numerously petitioned on both sides.

At the recent examinations of the several classes in the Newport Naval Academy, about twenty of the midshipmen were found wanting and were allowed to 'resign'. *Could there be a stronger argument for a system of appointments by competitive examination, which should keep the dullards out in the first place?* J. W. O.

MICHIGAN STATE AGRICULTURAL COLLEGE.—The catalogue of this institution lies on our table. The fact that the people of our own state are about establishing an institution of similar character will give interest to any information on the general subject.

The Michigan College was opened at Lansing in 1857, and has passed through the first years of experiment and doubt that are the lot of all young colleges, especially those that are pioneers in their field of labor. The course of study extends through five years, embracing, besides the usual branches of an English education; very full and careful instruction in Botany, Chemistry, Animal Physiology, Entomology, Stock-Breeding, Meteorology, Horticulture, and Practical Agriculture.

The farm and garden attached to the college give ample opportunity for application and illustration of the principles and branches taught. Each student is required to devote a part of each day to labor on the farm under the direction of his instructors, with a view to his becoming a practical as well as theoretical agriculturist. He is allowed compensation for his labor. The terms of study are so arranged that the vacation comes in the winter and allows the students who wish to spend three or four months in teaching school. By this means and the manual-labor system, students are enabled to defray in some instances their entire expenses through the course. There is a class in each year, besides one in the preparatory department. The whole number of students named in the catalogue is sixty-two. It speaks well for the character of the college as well as the discipline of its faculty, that there is no hesitancy to expel a student whose conduct is unbecoming to the character and reputation of the school. W.

APPROPRIATIONS TO COLLEGES.—During the last two years—a period of war during which our enemies at home and in Europe confidently predicted our national ruin—a most wonderful liberality has been developed toward our institutions of learning. The following are some of the marvelous figures:

Middlebury College of Vermont has received.....	\$10,000
Williams " Massachusetts "	25,000
Harvard " Cambridge, "	44,000
Dartmouth " N. Hampshire "	47,000
Andover Theological Seminary	50,000
Washington University, St. Louis "	50,000
New York " New York "	60,000
Bowdoin College, Maine, "	72,000
Chicago Theological Seminary "	80,000
Hamilton College "	10,000
Rutgers " New Jersey, "	100,000
Trinity " Hartford, Ct., "	100,000
Protestant " Syria "	143,000
Amherst " Amherst, "	110,000
Princeton " New Jersey, "	130,000
Yale " New Haven, Ct., "	450,000
Total.....	\$1,581,000

A COLLEGE FOR DEAF MUTES.—An important advance has been made within the past year in the education of deaf mutes in this country. The first schools established here, nearly fifty years ago, were elementary in their nature; the pupils laid the foundation of a good English education, which they were to complete, if they could, in after life, under the peculiar difficulties of their position. Experience having proved their need of opportunities for further advancement, and their ability to improve them, the idea of high schools for their benefit was suggested, and though strenuously opposed at first, has been successfully carried out at several localities within the last twelve years. This step has led to another. It was found that in every high school for deaf mutes were some who craved more advanced culture, and who were fully capable of doing justice to a collegiate course. The number of these would be few, of course, in any one institution; but it was thought that among the fifteen hundred deaf and dumb pupils yearly under instruction in the United States, enough might be found for a collegiate class. Accordingly a national college for deaf mutes was inaugurated in Washington, June 28th, 1864, the first institution of the kind in the world, and one which gives good promise of success. The president of this voiceless university is Edward M. Gallaudet, the son of the well-known pioneer of deaf-mute instruc-

tion at Hartford. One of the professors is Richard S. Storrs, of Longmeadow, for two years an able instructor at Hartford, and eminently fitted for his new position.

THE BOOT-BLACK BOYS IN NEW YORK.—They are ragged and dirty, it is true ; some are saucy and profane ; but the rage and dirt can not well be helped, and we trust to time and hard knocks to cure them of their impudence and vulgarity. Some of these boys have earned quite handsome sums of money for themselves and their parents by their industry. One dollar is quite a small sum, and four not an unfrequent one for these lads to accumulate in the course of a day. The average is certainly not less than two dollars and a half for a boy with 'a good run of custom'. These chaps have their regular customers, for whom they lie in wait, and guard against the encroachments of other boys with jealous care. Boys who behave themselves and do n't swear profit by their forbearance, and retain quite a large class of gentlemen who are not indisposed to reward them liberally, and if worthy to enable them to get on well in the world. As an instance of the system of business which some of these little fellows have adopted, we may mention a circumstance which recently came under our observation. A boy who had been in the 'profession' about a year determined to take apprentices, to whom he taught the business, charged a commission, fitted them out with box, blacking and brushes, and stationed them at certain points with directions to intercept and serve his customers. This 'boss' boot-black superintended his divisions with industry, introduced his apprentices to his customers, and thus secured a monopoly of trade in one thoroughfare in Brooklyn, at least. He reaped quite a handsome reward for his ingenuity, eventually took in a partner, and now thinks of retiring from the business and going into a store in New York. He will no doubt become a rich man eventually.

New-York Commercial.

NATIONAL EDUCATION.—We copy from the *Boston Transcript* the following communication :

"It is time to start the discussion of the great question whether the United States should constitutionally establish a system of national education on purely democratic republican principles, namely, free schools, free colleges, and free universities,—a Bureau of Education at Washington, with a minister of Public Instruction, who shall be a member of the cabinet.

"If God has given us the wisdom and power to do what we have done, and to make our country what it is, he has given us the wisdom and power to inaugurate a system of means by which we can keep advancing till we have taken our place at the head of the nations, with a system of universal education which shall be a model to every people on the earth. This can be done within the next ten years, when our constitution shall have been altered and peacefully established. Never since the Christian era has such a nation had such a chance of doing such a work — the most glorious work that can be performed by men. I have no silly prejudice for my particular system. All I wish is to see *the true system* bringing its omnipresent, almighty and all-merciful power to educate *physically, intellectually, and morally, every child born within our Union*, thus doing the just thing to every human mind, and the best thing for the common republic.

C. B."

MARRIED.—December 28th, 1864, at the residence of the bride's father, in Nau-Say, Kendall County, Illinois, by Rev. J. H. Neabitt, of Macomb, Mr. O. S. Westcott, Superintendent of Warsaw City Public Schools, and LAURA W., daughter of Hon. O. C. Johnson.

PERCE'S PATENT MAGNETIC GLOBE is an excellent contrivance for aiding children to form the right conception in regard to action of gravity in holding bodies on the earth's surface. By means of it and of the magnetic models accompanying it, instructive lessons may be given to children in regard to climate, the fauna, flora, and human inhabitants of different portions of the earth's surface. It seems to us a valuable addition to our means of illustrating the great truths of geography.

ADVERTISEMENTS.—We call the attention of our readers to the numerous advertisements of valuable books and school appliances contained within the covers of the *Teacher*. Next month we will give a more detailed notice of them.

QUERY.—Why is water obtained by melting *ice* taken from the surface of rivers, or other bodies of *hard* water, comparatively *soft*? J. M.

LOCAL INTELLIGENCE.

CHICAGO.—We are accustomed to hear Chicago spoken of, industrially, as the embodiment of energy and activity. Perhaps there is no city in the country where such grand results are achieved by so small capital, where so much is made out of a little, as here. In her public-school system Chicago betrays the same characteristics: she is true to herself. It may be said, with probable truth, that in no other one of the large cities is so much instruction given by so small a teaching force. In the month of February last the average of pupils belonging in the Grammar and Primary schools was 13,623, an increase of 2,694 over the corresponding number in the same month last year. The average number to each teacher was 62; and, since they can not be equally divided, the number per teacher varies from 45 to 125. It is hoped that during the present year further school accommodations will be provided, so that this overcrowded and unhealthy condition of some of the schools can be relieved. The per cent. of attendance for February was 92.6; of tardinesses, 1.1.

Under the efficient administration of the Superintendent, Hon. J. L. Pickard, every thing moves on thoroughly and systematically. Promptness and faithful work are the order of the day. Just now considerable interest is shown in the great Sanitary Fair to be held in the city the last of May. The teachers and pupils are contributing their skill and handiwork in the manufacture of various articles. The plan of a weekly contribution of a penny from each pupil has been suggested, and is meeting with a general response. Exhibitions and festive entertainments have already been given, or are in course of preparation. Those of the Foster School, G. W. Spofford, Principal, held on the evenings of the 18th and 19th ult., were decided successes, so far as crowded houses and excellent programme could make them so. The declamations and recitations were all good,

while many of them were unusually meritorious. The choruses, brought out under the direction of Mr. Blackman, Teacher of Music in the Public Schools, we have never heard excelled by children. With the small accommodations afforded by the hall of the school-building, the profits to the Sanitary will exceed \$200. Aside from public entertainments, the sums of money already contributed in the various schools will vary from \$50 to \$150 each.

Mr. Merriman, Principal of the Skinner School, aided by his teachers and pupils, is preparing for an evening exhibition of tableaux, etc., in one of the large halls of the city. We understand Mr. Babcock, of the Bridgeport School, has undertaken a similar work in his district, while others will not be slow to follow examples set by them. Mr. Cutter, of the Washington School, has just held an exhibition to complete payment for a splendid piano for his school-room, an instrument of which the teachers and pupils are justly proud.

While on this topic, let us suggest to our brothers and sisters in the country-towns and districts, that they encourage their pupils to send in for the fair, each day, flowers both cultivated and wild, which may be used for adornment as well as profit. Let them be fresh-cut and sent in bulk. Skilled artists will be ready to arrange them in bouquets and make the most profitable disposition of them.

Let us all cultivate a love of country in the minds of our pupils, and impress upon them the momentous events of the present by encouraging them to contribute *something* to so noble a cause as the relief of those who are suffering in our country's service. W.

GRUNDY COUNTY.—Mr. L. B. Searle, Principal Morris Public School, sends us a form for a weekly report to parents, which he uses in his school; also a copy of the rules adopted by the directors. We commend to every teacher some kind of report, similar to this of Mr. Searle's, either weekly or monthly. But we warn all that such reports will not keep themselves. To make them efficient they must be scrupulously just, and to make them just requires care and industry.

At some future time we will present to our readers a variety of such forms in use in good schools.

MARION COUNTY.—**CENTRALIA.**—We have received and should have sooner noticed a report on the East-Side Graded School of this thriving and vigorous town, published in the *Sentinel*, by Clark Braden, Principal of the High School. The statements and figures indicate an earnest purpose to make a good school, and that this purpose is in a fair degree accomplished. Some of the facts, however, seem to show that Centralia, like other places, has not succeeded, thus far, in realizing fully the 'good time coming'. But a very encouraging degree of progress has been made. Indeed the schools, to all appearance, will compare very favorably with those of any town of similar size in the state. Mr. Braden himself is well known to some of our educators for the thorough and efficient manner in which he performed the duties of County Commissioner in Kane County.

HENRY COUNTY.—They have been doing a most excellent thing in Henry. Assistant County Commissioner S. B. Randall has been visiting schools in the different towns of the county, and publishing his report in the newspapers. And the comments on the different houses, schools, and teachers have an air of freshness and impartiality which gives them, apparently, a high value.

We commend this example to other counties. Why may not every Commissioner visit the schools of his county, observe their accommodations, buildings, furniture, books, apparatus, modes of teaching, etc., praising what is excellent, and kindly pointing out what is faulty? This is what we find in the reports before us. Not only teachers, but parents and directors, are kindly remonstrated with, for neglects as grave as they are common; and commended for excellences that we hope to see greatly multiplied.

We are glad to have an opportunity of expressing our strong approval of this mode of advancing the cause. Many other school-officers do the same thing, no doubt. But many do not. When will every newspaper in the state be made an active and efficient agent on the side of education.

DEWITT COUNTY.—J. G. Marchant, Esq., Principal of Schools at Clinton, has been giving the people of that town a series of good stirrings-up on the subject of education, in the *Clinton Public*. This is eminently fitting. We have ever insisted on the use of the press as a means of promoting education. Let the subject of schools be constantly pressed upon the minds of the people. Other interests are obtruding themselves through the newspapers, and shall the training of our children—the most sacred of all our public interests—over-modestly retire, and leave the ground to more clamorous but vastly less worthy rivals? No. Let teachers every where use the newspaper for the enlightenment of the people. Let the necessities of the schools be spread out before the people. Let them understand something of the trials and burdens of the teacher's life. And above all, let them be informed in every way possible of the terrible evils that will certainly come upon every community that fails to educate its children.

NOTICES OF BOOKS, ETC.

THE AMERICAN UNION SPEAKER. By John D. Philbrick, Superintendent of Schools in Boston, Mass. 588pp. Boston: Taggard & Thompson. 1866.

This is a book of unusual merit in its department. The eminent author has made his selections with a skill and discrimination that indicate a most correct literary taste, and an extensive acquaintance with the best English and American authors. He has skillfully struck the golden mean between the old and the new, by scrupulously retaining many of the best-known and never-to-be-forgotten examples of the former, and by including many timely, stirring, and popular pieces called forth by recent events. We think we can say truly, that in respect to a choice variety of selections no other book known to us is so well adapted to its purpose.

And in the introductory remarks on Declamation we find an unusually large number of sensible and practical suggestions and directions. We are not a little tired of 'Systems of Elocution'. What artificial, impracticable nonsense has been imposed on the public under this head! What piles of rules, the promulgation of which ought to be made indictable, as an offense against the peace, comfort and character of the rising generation! Here, again, Mr. Philbrick most

happily avoids unreasonable extremes, and gives directions which the pupil will find of real use to him.

Much credit is also due to the publishers for the attractive style in which the mechanical part of the work has been done. The volume is one that by its very appearance will help to improve the taste of those who use it.

THE CULTURE OF THE OBSERVING FACULTIES. By Warren Burton. 170pp. New-York: Harper & Brothers.

This is a very pleasant little volume, intended to aid parents and teachers in training the young by the use of the senses, and by a constant appeal to the faculties and sentiments born within them. The book is full of excellent suggestions, put forth in the genial and somewhat quaint style with which the readers of 'The District School as it Was' are already familiar. Mr. Burton has done the cause of philosophical education a good service in the preparation of this book, which we commend to all who desire to make the pathway to knowledge smooth and attractive.

ESSAYS, MORAL, POLITICAL, AND ÆSTHETIC. By Herbert Spencer. 386pp. New-York: D. Appleton & Co.

This volume is crowded with shrewd and wise suggestions on practical matters of the greatest moment. It contains ten essays, on the following topics: The Philosophy of Style; Over-Legislation; The Morals of Trade; Personal Beauty; Representative Government; Prison Ethics; Railway Morals and Railway Policy; Gracefulness; State Tamperings with Money and Banks; Parliamentary Reform, — its Dangers and Safeguards. In these essays the reader will find ample compensation for his outlay of time and money. The essay on 'The Philosophy of Style' is a masterpiece of simplicity and truthful generalization. Its conclusions, though entirely new, strike you as matters of which you would certainly have thought if your mind had been turned that way. We see no reason why it would not be a most excellent practical guide to every man who is called upon to express his thoughts in writing. Indeed, it seems to us the best treatise for that purpose that we have seen. Though written by an Englishman, the discussion of government affairs in the essays on 'Over-Legislation' and 'Representative Government' will be found by Americans, not only in the highest degree practically useful, but as interesting as if written for amusement. Let every body read the book and *think*.

OUR YOUNG FOLKS. Published monthly by Ticknor & Fields, Boston. Edited by J. T. Trowbridge, Gail Hamilton, and Lucy Larcom.


This Magazine, the best of its class, as it seems to us, keeps up its character excellently. The March number is no less attractive to the little ones than was the first or January number. Capt. Reid's Amazon story seems to increase in interest with every month. Let the children read the *Young Folks*, and let them be thankful that they live in a time when genius interests itself in their behalf.

THE ATLANTIC MONTHLY for April is just received. We have barely time to glance at the pages, but they have a wondrously inviting look. We shall yet regale ourselves upon the dainties, we hope, and advise our readers to do the same. Ticknor & Fields, Boston, will be glad to furnish you forth.

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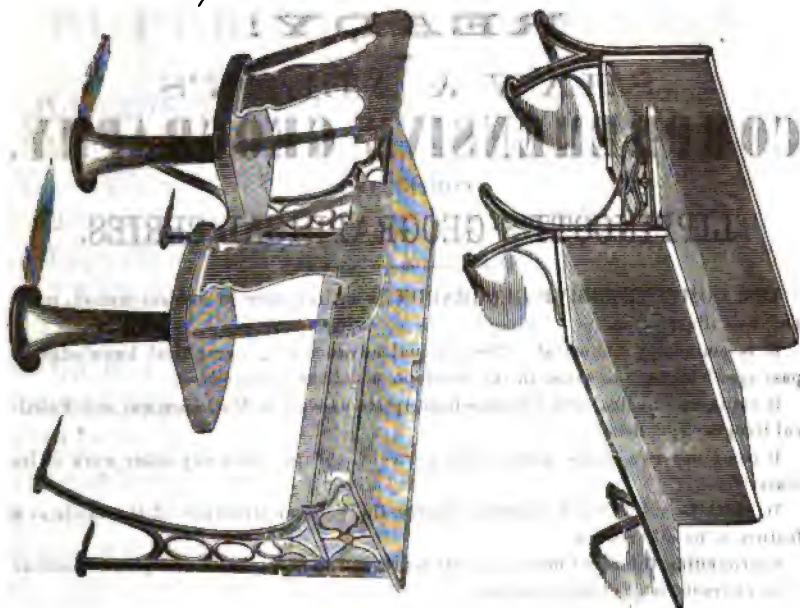
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RICHARD EDWARDS, Principal.
NORMAL, McLEAN Co., ILL., FEB. 21, 1885.

SCHOOL LAWS AND DECISIONS. 12

IN PURSUANCE of the purpose and plan publicly announced just previous to my retirement from office in 1862 (which purpose the pressure of other duties has hitherto prevented me from executing) I have prepared a little volume, with the above title, for the use of School Officers, Teachers, Attorneys, and all others concerned in our Common Schools and School System, which will now be issued, in the hope that it may contribute to their convenience, and aid them in the discharge of their perplexing and responsible duties.

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Volume XI.

M A Y.

Number 5.

~~Educ P 168:8~~

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1866, Sept. 24.
B. H. H.
Sam'l W. Green, M.D.

ILLINOIS TEACHER.

VOLUME XI.

MAY, 1865.

NUMBER 5.

SUCCESS IN TEACHING.—No. III.

FOR the successful discipline of a school, good judgment is at all times one of the most valuable qualifications. In the degree of culpability assigned to offenses in school, the teacher needs great discretion and care. Whispering, bad and annoying as it is, should not be regarded in the same light as lying, profanity, impudence and disrespect toward the teacher. A partial failure at a recitation, by a pupil who is hard to learn and excessively timid, should be treated with some degree of allowance; while the failure on the part of one whose only excuse is indolence and inattention should receive no mercy. There is not so much malice and criminality in school as mischief, thoughtlessness, and acting from impulse.

In his requirements the teacher should attempt what is possible and nothing more. He should know that his school must be somewhat stiller than a town-meeting; though perhaps not always as quiet as a funeral or the Sabbath sanctuary. In his punishments he must be governed by the utmost caution and firmness. He must know that a mere hint will be sufficient for some; that others will require reproof, in private, or before the school; while others still will be found who will appreciate the rod better than any thing or all things else. Reasonableness is the great desideratum in regard to punishments. Against reasonable, deserved punishments, no judicious parent will object; although unreasonable parents will object to almost any thing. When the teacher chances to come in contact with the parents of his pupils, it behooves him to pay deference to them, so far as to listen to their advice, and even to their complaints; for that is due to common civility. But the teacher is to be influenced by them just so far as his own calm deliberate judgment approves, and no farther, let the consequences be what they may; for when the teacher takes an inde-

pendent, prudent course, although he may displease some, the consequences certainly can not be worse than when he attempts to please every body, and probably pleases no body, and loses his own self-respect besides.

But the elements of success in the teacher do not consist wholly in his ability to govern well his school. There must be government, efficient government; but it should be secured and maintained at that small expense of time and effort that shall allow the teacher to give the most of his time, and his best strength, to the work of teaching. There are probably as many poor schools, and as many really unsuccessful ones, in consequence of the instructor's want of skill in teaching as there are from a want of good government; though perhaps such failures are less apparent to the superficial observer. To conduct the recitation of a class with the greatest profit, to interest them in their work, and to arouse their minds to independent and animated thought, requires great skill and tact. It is a qualification not altogether, nor to the greatest extent, a natural gift; but its acquisition is within the reach of those who will pay for it the price of rigid self-culture.

The teacher must possess a correct understanding of the nature of education; and especially of the difference between education and instruction. We instruct our pupils when we furnish them with knowledge, whether we simply point them to it in books, or give it in conversation and lectures: but we educate them when we call their minds into action; when we draw out and subject all their powers to training and discipline; when we shape their thoughts, feelings and habits, their morals and manners. Instruction pertains more to the understanding, and has for its object the supplying of the mind with mental furniture; education applies more to all the faculties, and aims to give them growth and power, to form character and to implant principles. The work of instruction may continue during the greater portion of life; education is mostly accomplished in youth. We have many teachers who possess considerable ability in directing in the acquisition of learning, but whose skill in the drawing-out process, the real work of education, is very feeble.

The teacher needs the utmost familiarity with the subject of his recitation. If he confines himself to his text-book, to set questions and answers, the pupils will think little for themselves, will learn every thing by rote, and do their work mechanically. It will most likely be a very lifeless, indifferent class. But the teacher who understands his subject in all its bearings, and is full of its spirit, will inspire the class with his own enthusiasm. Such a teacher will study

with intense interest the eyes and countenances of his pupils as he sees they are entering, more or less, into a full understanding of the matter under consideration; he will perceive their peculiar difficulties and know how much and what kind of assistance to give them; and his interest and familiarity with the lesson will beget enthusiasm in the class, which will lead them to strive for the same attainments they witness in their leader, and which they so much admire.

The power of holding the attention of pupils is a qualification of great importance. A class will perhaps give their attention to begin with voluntarily; but it can be kept through the recitation to the end only by the teacher. If it is not secured and fully maintained, the time of the recitation is well-nigh wasted. Success in this respect requires varied qualifications, and much tact and ingenuity. It requires the teacher to make all his recitations and exercises attractive, to clothe them with interest; to give a constant variety in all his explanations and illustrations, and in the method of presenting a subject to the pupil's mind.

The teacher needs a good command of language, and especially of language characterized by simplicity and clearness. Copiousness of language is needed that he may adapt himself, in his illustrations, to pupils of every grade and peculiarity of mind. Skill in the choice of words will insure correctness and precision in his instruction; while plain and simple language is the only language with which you can approach the intellects and hearts of children; for it is the language they themselves use, and of which they take most notice in others; and, moreover, such language being the natural expression of well-trained and well-balanced minds, it is, therefore, by nature especially adapted for the work of teaching. Much of the labor of the teacher is often times lost because he communicates with his pupils in language too ambiguous to be understood, or too learned and lofty for the comprehension of young and uninformed minds. Text-books are often greatly at fault in this respect. "Please, sir," said a young lad, as he walked up to his teacher, slate and arithmetic in hand, "Please, sir, will you show me about carrying for ten; I do n't understand it." "Do n't you see," said the teacher, pointing to a passage in the book, "the book tells you, that '*ten in an inferior column is equal to one in a superior column*', and *that's* the reason." The lad returned to his seat, no wiser for the explanation, and probably wondering greatly how teachers and book-makers can be so wise.

In all branches, teachers will ultimately fail of success if attention is not first given to elements and first principles, until they are thoroughly understood, before advancing to general subjects. Teachers

and pupils both err in this respect. The teacher is anxious to get fairly into the work, and prides himself upon having advanced classes. Pupils are often impatient of elementary drilling. In music they wish to learn tunes before they know the scale; in arithmetic, to perform examples before they can enumerate numbers; and in chemistry they would like permission to use the apparatus to make laughing gas and fulminating powder, long before they understand the doctrine of definite proportions, or the laws of affinity. In all such cases the teacher is the responsible person. His position presupposes that he knows best which is the right course; and under all circumstances he should be guided by his own judgment, and not by the whims and inclinations of pupils. The demand for thorough teaching is great in all our schools, and must be fully met if higher progress is to be secured.

Fellow teacher, be earnest in your work; but not over-anxious, for too much solicitude will make you morbid, and unfit for a cheerful discharge of your duties. Have confidence in human nature, especially in children and youth. Make the acquaintance of the parents of your pupils, and find out what kind of training there is at home. Aim at a high standard in your work, and be content to let posterity reap the chief rewards of your toil. Look on the bright side of affairs; have a word of encouragement and good cheer for all; hope much, be prudent and persistent, and you will accomplish much.

A. P. S.

A R M Y C O R R E S P O N D E N C E .

BANK OF HOLSTON RIVER, MARCH, 1865.

DEAR TEACHER: Away from the school-room, engaged in a physical combat that thorough and proper education of the people would have made impossible, I have watched eagerly for the record of work at home. Your March pages have given a synopsis of the work of the late legislature, which shows a decided advance in the structure of the system, and liberality of law-makers. There is not, however, opportunity to judge here how fully the benefits of favorable legislation will be seized upon by teachers and the people. Before the magnitude of this present rebellion was realized, the danger to our free institutions from lack of knowledge and character in the

voter always appeared greater than any other to grow out of the slaveholders' rebellion.

And now, in the midst of the conflict, on the ground devastated by contending armies, with their course marked by thousands of little mounds under which our brave boys or their deluded opponents lie, and the wreck of municipal and state governments over so much of the land, the conviction is stronger than ever before that the present danger is small compared with that looming up from the catering of demagogues and politicians to the low demands of an ill-educated, vicious constituency. The present wrecks will be rebuilt, prosperity will again gladden the now bloody fields; but woe to us *yet*, if the numerous children who receive no teaching at home or at school in their moral or social duties, or who constitute the enormous per cent. of tardy and irregular pupils of the schools that existed three years ago—and must be a great evil yet,—grow up to control the institutions of our school-districts, towns, and states. No general system exists in part of the south, and the secession governor of Tennessee paralyzed a system existing in this state by carrying off its funds; so there is little to say of schools in Dixie. I saw our northern geographies, histories and readers in the hands of a few Huntsville children; but even in the towns the masses were not reached before the war, and still less are now, by school-influences. The fine seminary buildings are now hospitals; the families that patronized them are scattered.

We left Huntsville, Alabama, on the morn of March 13th, and ran swiftly by rail along the base of the hills and mountain-ranges to Stevenson, having many glimpses suggestive to a soldier of sorghum, corn, and chickens, into the 'coves' along the route. Imagine the general level of the country to be a *water* surface, and the hills and mountains rising 600 to 2500 feet to be the *land*; then you can understandingly apply the geographical or nautical term 'cove' to the recesses among these mountains. Often nearly surrounded by heights down whose rocky precipitous sides few paths are practicable, and whose windings are often too long for passing soldiers to follow, these spots, containing from tens to thousands of tillable acres, have remained inhabited and in comparative plenty, in some cases, where the open country has been completely stripped. Some times, too, a horseman can enter only by some narrow gap easily guarded or watched, so that guerrilla bands infesting such places can by timely notice be thoroughly concealed in the mountain-side thickets and rocks and caves, when sought by a superior force, before one of them is seen by those seeking them. Such a spot is McLemore's Cove, near Chatta-

nooga, often mentioned in dispatches from this department. The beautiful holly and the cedar and pine abound all along that part of the railroad.

Between Stevenson and Chattanooga we met numerous trains conveying men of the 14th, 15th, 16th, 17th, 20th and 28d corps, remaining for various causes in this department at the departure of Sherman, and later of Schofield, toward their respective commands. The new troops have been sent in this direction lately, and our first greeting at a switch in passing would be after this fashion: "Here's yer thousand-dollar men." "How are you, conscripts?" answered, perhaps, by "How are you \$402?" (alluding to the sum received by veterans fifteen months ago) or, "We've been out six weeks, and hav n't had no furlough yet"; or, "Du you git any pickles or soft bread?" very quickly changing into earnest inquiry after old battle-comrades or home-friends, as one and another recognized some one from his own county, or as having been under the same brigade or division flag at Perryville, Stone River, Lookout, or Atlanta. All this friendly talk and good-natured sparring broken off by the unfeeling snort of the impatient locomotive, only to be repeated at the next meeting of trains.

We ran from Chattanooga to Charleston, Tennessee, by night. From Charleston to Knoxville things appear better than in the region we swept through from Nashville south to Athens and around to Chattanooga. New fences, new roofs on barns, corn-cribs, and houses, betokened the effort of the people to recover from the waste of war; the plow was busy, and the better growth of grass and clover and winter wheat made it seem more like our own loved homes than the great stretches of reddish clay supporting only a coarse sedge-grass, of which we have seen so much.

Three P. M. of the 14th we ran close by Fort Saunders, so bravely and effectually defended in the fall of 1863, and were at Knoxville, 210 miles from Huntsville. Its suburbs have been mostly destroyed in the battles around it, but its fortifications and bullet-riddled houses attest the work that has been done to save it.

Now we lie on the celebrated Strawberry Plains, and the Holston, a few rods off, surges and eddies in swift and turbid volume from the recent heavy rains. We are about sixteen miles above Knoxville, facing toward Richmond, which the boys, with doubtful logic, but a worthy trust in the prowess of their own organization, declare waits for the Fourth Corps and the Seventy-fifth Illinois to come up before it will fall.

J. H. B.

ENOCH ARDEN: BOILED DOWN.

BY 'JAMES SMITH'.

Philip Ray and Enoch Arden
Both were 'spoon' on Annie Lee;
Phil did not ful-fill her notions,
She preferred to mate with E.

Him she wedded, and she bore him
Pretty little children three;
But becoming short of rhino,
Enoch went away to sea,

Leaving Mrs. Arden owner
Of a well-stocked village shop,
Selling butter, soap, and treacle,
Beeswax, whipcord, lollipop.

Ten long years she waited for him,
But he neither came nor wrote;
Wherefore, she concluded Enoch
Could no longer be afloat.

So when Philip came to ask her
If she would be Mrs. Ray,
She, believing she was widowed,
Could not say her suitor 'nay';

And a second time was married,
Gave up selling bread and cheese,
And in due time Philip nursed a
Little Ray upon his knees.

But, alas! the long-lost Enoch
Turned up unexpected-ly,
And was vastly disconcerted
By this act of biga-my.

Yet, reflecting on the subject,
He determined to atone
For his lengthened absence from her
By just leaving well alone.

Taking to his bed, he dwindled
Down to something like a shade,
Settled with his good landlady,
Next the debt of nature paid.

Then, when both the Rays discovered
How poor Enoch's life had ended,
They came out in handsome style, and
Gave his corpse a fun'ral splendid.

This is all I know about it,
If it 's not sufficient, write
By next mail to Alfred Tenny-
Son, P. L., the Isle of Wight.

Melbourne Punch.

AIDS TO GEOGRAPHICAL STUDY.

WE have just read with much interest a work on Physical Geography * from the pen of that eminent Geographer, Carl Ritter. This volume comprises one of three Courses of Lectures before the Royal Academy, at Berlin, left by that remarkable man—a man to whom modern geographical science owes more than to any other except the great Humboldt, if indeed we must make this exception. Readers of Prof. Guyot's 'Earth and Man' will at once recognize the close intimacy which existed in former years between these two great thinkers, from the identity of the leading, fundamental thought in the two books. That leading thought is set forth very clearly in the following extracts from Ritter's book.

"The whole animate and inanimate creation is tributary, looked at geographically, to the fashioning of the destiny of man. Without Man as the central point, Nature could have no interest to the geographer; without the Earth, constituted just as it is, the races of men and the course of human history could not claim his attention. The Earth is not only the best known of the planets, but, as the home of man, infinitely the most interesting. The study of it is at the foundation of history as much as of physics." Page 14.

"All the divisions of the Earth, taken together in their internal and external connections, in their mutual action and reaction, constitute the unity of the globe, and make apparent that it is a simple organism, designed and created by divine skill, and intended to be the home of a race whose culture should, in the course of centuries, unfold from the most simple beginnings to the most complex and elaborate perfection." Page 183.

* Comparative Geography, by Carl Ritter. Translated for the use of Schools and Colleges by William L. Gage. Philadelphia: J. B. Lippincott & Co., 1865. 220pp.

"Man is the first token that we meet, that our study of the Earth must contemplate it as an organized whole, its unity consummating in him. As every individual must, in his own career, epitomize the history of the race—childhood, youth, manhood, and decrepitude,—so each man mirrors in his own life the locality where he lives. Whether dwelling in the North or in the South, in the East or in the West, whether the shepherd of the Tyrolean Highlands, or the Hollander of the plains, every man is, in a manner, the representative of the home that gave him birth. In the people the country finds its reflection. The effect of the district upon the nature of its inhabitants, in size and figure, in color and temperament, in speech and mental characteristics, is unmistakable. Hence the almost infinite diversity in the peculiarities of culture and attainment, as well as of tendency, in different nations. Anthropology and ethnography, the science of man and of race, are the running commentaries of Geography and Topography. The historian and geographer work toward each other,—the historian going back from the acts of men to study the scenes which have conditioned their life, the geographer going forward from the study of the habitat of men to that of their deeds. The fundamental question of history is, in fact, What relation does the country bear to the national life? What relation to the civil structure, the State?" Page 18.

"When Geography ceases to be a lifeless aggregate of unorganized facts, and becomes the science which deals with the Earth as a true organization, a world capable of constant development, carrying in its own bosom the seeds of the future, to germinate and unfold, age after age, it first attains the wholeness and unity of a science, and shows that it grows from a living root; it becomes capable of systematic exposition, and takes its true place in the circle of sister sciences." Page 17.

Guyot's book makes fundamental the same thought—that the Earth is an organism, a unit, designed for the use of man, as the body is designed for the use of the individual soul; and each of its continents and other great features is fitted to serve some special purpose in his advancement and history, for which special purpose the Divine Architect fashioned it through the ages, in strict accordance with his eternal and unchanging plan. This is the Geography that these eminent men invite us to study, in stead of a mere collection of ill-arranged and multifarious details.

The book before us deals more with the physical features of the Earth than with its relations to humanity; but its treatment of the subject is unique and philosophical in all its parts; and we venture the opinion that veteran geographers will find food for thought in its pages, even from the discussion of a subject so simple and apparently so well understood as Rivers. We of the Western World can not help wishing that the author had possessed the same accurate and exact

knowledge of our continent as of his own, that his illustrations might have been less exclusively drawn from Europe. We find that many of the statistics of the book differ from those that we have been accustomed to learn, but perhaps they are no less likely to be true. The translator, Rev. William L. Gage, has before given us in English the author's 'Geographical Studies', but we have not seen the book. We understand that he is now in Europe, chiefly for the purpose of translating other of Ritter's works.

In this connection, we wish to say something about the new Series of School Maps prepared by Prof. Guyot, and published by Scribner & Co., New York. Prof. Guyot is generally acknowledged to be the most eminent of living geographers since the death of Humboldt and Ritter. He studied for years with those great men, and for many more years has pursued his investigations with his friend Agassiz. He has passed the last fifteen years in this country, which we understand he proposes to make his home for the rest of his life. With such extraordinary advantages, he has given us a series of maps, with which we confidently assert no other maps for the student are to be compared. Their chief excellence is that, by an ingenious contrivance, they give us what no other maps give,—a clear and full idea of the vertical forms of the earth,—the mountains, plains, and plateaus. Thus, they are primarily physical maps. Besides this, they show distinctly the political boundaries and divisions, but marked in such a way as not to interfere with the main object. The names, of which there is a sufficient number for the ordinary purposes of the student, are so printed as not to be seen at the distance of a few feet; hence, these maps have all the advantages that can be claimed for any series of outline maps. Thus, we have offered us at least *three distinct maps in one, beautifully executed, and at a very moderate cost.*

But while we commend thus highly and heartily these new maps of Prof. Guyot's, we can not refrain from expressing, with equal heartiness, the wish that the distinguished author will not allow his former series—published some years since, by Gould & Lincoln, of Boston—to go out of print. As these older maps present less of detail, the main features of the country are given with more distinctness, and in a form much more easy to grasp and retain; and, while they may be less valuable than the new series for all the purposes of study, we consider them indispensable to the highest success in the department of Physical Geography. Let us say, by the way, that we are fully convinced that multiplicity of detail—and the details ill-selected, at that—we conceive to be one of the most serious defects in the maps that we commonly put into the hands of our students for study. Let

us have *fewer* things on our maps; and let us take care that those things are *the most important*; and, then let us require *that they all be learned, and thoroughly, too, so that the map shall be transferred, as it were, to the brain of the student.* But more of this anon.

We can not close this article without saying one earnest word in favor of a very unpretending book,* which we believe is not receiving half the attention it deserves. Any teacher who obtains this little book, and uses it as it is designed to be used, will find it, we doubt not, truly *multum in parvo*,—another illustration of the proverb that 'the choicest goods are put up in the smallest bundles'. H.

NORMAL, APRIL 24, 1866.

* White's Class-book of Geography, adapted to any Series of Geographies, by E. E. White, A.M. Cincinnati: Sargent, Wilson & Hinkle. 64pp.

A D I R G E .

SLOWLY, sadly, toll the bell;
 Let its sobbing cadence tell
 How a Nation mourneth well
 For her noble Chief, who fell
 By a foul assassin's hand.
 For ourselves the tear-drops fall;
 Not for him: his funeral pall
 Gives him place, beyond recall,
 With the Heroes of our land.

Pass, O Spirit strong and true:
 Our aching hearts ache not for you.
 Sleep, O Hand to dare and do
 All that Freedom might demand.
 Rest from beating, Heart so brave,—
 Henceforth honor gilds thy grave:
 Friend of freeman,—Friend of slave,—
 Grandeur fame no soul can crave:
 With renowned ones ever stand.

Toll, O Bell, yet sadly toll,
 Forth thy brazen sorrow roll,
Still for us:—a mighty soul
 Too soon is numbered on the scroll
 With Tells and Washingtons.
 Lincoln, join the martyred throng;
 Live in story and in song;
 E'en thy death makes Right more strong:
 Go, rest with Glory's sons.

NORMAL, APRIL 15, 1865.

IDLE GENIUS IN SCHOOL.

How doth the little busy bee
Improve each shining hour.

I AM exceedingly sensitive. Perhaps, in my old days, I am getting nervous. Nothing, at any rate, annoys me so much as in looking over the school-room to see several vacant eyes staring me in the face. It is a strong symptom that if mischief is not already brewing, there soon will be. On such occasions it is dangerous to throw your undivided energies into the class reciting, lest the urchins take advantage of your unguarded faithfulness to enjoy private theatricals in the way of low comedy or grotesque pantomime. 'Eyes right' is, therefore, in our petty despotism, not a temporary order in a changing series of evolutions, but a standing requisition for the day. If those useful organs are discovered wandering, the party to whom they belong is instantly called to an account.

I notice Peter, for example, sucking his fingers, with his liquid orbs intently fastened on the master's face, waiting for the auspicious moment to hurl a wad, which he has been chewing for five minutes, at Joe's head. "What are you doing, Peter?" "Nothing." "Well, as you may get into mischief, suppose you draw a map of the New-England States on your slate, and show it to me before you leave the house." This trifling job keeps Peter employed for an hour, prevents his making Fort Sumters out of his neighbors' heads, prepares him for future usefulness as an engraver, and saves the poor dominie the vexation of a deal of discipline which the wad might have rendered necessary. Bright pupils will some times get through with their lessons, and apparently have nothing to do. In such cases, have it understood that when employment is desired, by simply raising the hand, the ambitious mind will immediately be gratified by the teacher. Pleasantly show to the dear young hearts that, unless their eyes are busy in the joyous acquisition of knowledge, Satan will soon lead them into many funny and naughty performances, for which they will shed bitter tears when they get to be old men, if not, indeed, that very morning.

To teachers troubled with lounging, restless, twisting youngsters, the plan is recommended as most efficacious. As soon as you notice the whites of the listless eyes, give as a dose the map of Asia on the slate. The prescription is perfectly safe, warranted not to injure the smallest child, being free, as the patent medicines say, from mercury

and all deleterious drugs. Repeat the dose on subsequent days, until a cure is effected. In about a month your school, for application, will be the wonder of those parts.

W. W. D.

STEARNS.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"No. 56 Park Avenue, Chicago."

EXAMINATIONS—No. II.—In a previous number we referred to this subject generally, and mentioned some of the advantages of written examinations. Notwithstanding the important advantages derived especially from them, there is nearly if not quite as much profit of a different nature to be gained from oral exercises of the same kind.

Ours is, as far as possible, a democratic government, shared in by all the people, and based upon the universal education of all its citizens. Without detracting in the least from the value of written language, or from the dignity and importance of the mission of the pen, there is hardly room for doubt that the opinions of men are shaped quite as much by what they hear as by what they read. Hence the advantage, as well as necessity, on the part of all, of the ability to express thought correctly, clearly, and forcibly, by means of the spoken word.

In the development of the future man there is no conflict between the offices of written and oral instruction. Each has its appropriate work, which can not be done by the other; and such being the case, neither should be excluded from the routine of the school-room.

It is a true saying that talking makes a ready man. Oral examinations are calculated to cultivate a fertility of expedient and readiness of thought and action which the slower deliberations of the pen would not secure. They teach the pupils self-possession, and enable them to express their thoughts clearly and forcibly, without embarrassment, under the consciousness that older and abler minds are scrutinizing every thought and expression. They are calculated to overcome that diffidence which causes some of the most forcible writers and ablest thinkers to shrink from appearing in public deliberative bodies. They are a preparation for the active duties of life, where men must meet

in the transaction of business, in forensic debate, or in the constant interchange of opinion which is so strong a characteristic of our people.

When properly conducted, they afford parents and friends an opportunity to ascertain the comparative merit and ability of different members of a class, and are at the same time an index to the teacher's method and thoroughness of instruction. We say *when properly conducted*; for unless they are so, they are shams, demoralizing to the pupils, imposing upon the parents, and revealing a shallowness and pretension on the part of the teacher.

We will speak of an examination by alluding to some things which should not be allowed. A pupil should not receive any intimation beforehand of the subject upon which he will be questioned, or be cautioned to special study upon any part of the book. The teacher should not know beforehand what topic will fall to any pupil. In the former case the good effect of the examination upon the class in their previous study is lost, for they will rely upon special preparation as the time draws near; in the latter, the class will presume upon their teacher's sympathy and generosity in concluding that he will assign the most difficult topics to the best scholars. In either case, the good results of the exercise, so far as its being a test of the knowledge of the pupils in a given branch of study, are lost.

We have seen the following mode of examination practiced with very good results. Two or three questions are written upon each of as many cards or slips of paper as there are pupils to be examined. If in arithmetic, let one question be concerning a principle or rule, and the other a problem in application of some other principle. The questions should be so arranged that, as far as possible, all shall be equally difficult. One of these cards is drawn by each pupil as called upon, and he is examined upon the subjects named. The examination should be by parents and committee as well as teacher.

By this method the same opportunity is given to all members of the class, and each one must stand or fall from his own merit or demerit. The good effect of the examination is secured by the faithful attention of each pupil to every part of the subject while passing over it at first.

SOLUTIONS.—5. "Find x , y and z from the equations $x+y+z=12$, $x^2+y^2+z^2=56$, $x^3+y^3+z^3=50816$."

First Solution. Transposing the first equation, $z=12-(x+y)$...[4]. Substituting in the second and third, $x^2+y^2+(x+y)^2-24(x+y)=-88$...[5]. $x^3+y^3+(x+y)^3-72(x+y)^2+2160(x+y)^4-34560(x+y)^3+311040(x+y)^2-1492992(x+y)=-2935168$... [6]. Now put $v+w=x$, $v-w=y$, and we have from [5] and [6],

$w^3+3v^3-24v=-44...$ [7]. $w^3+15w^2v+15w^2v^2+33v^3-1152v^4+17280v^5-138240v^6+622080v^7-1492992v^8=-1467584...$ [8]. From [7] we get, by transposition, $w^3=24v-3v^3-44...$ [9]. Substituting in [8], and reducing, $v^3-24v^2+238v^4-1428v^5+5809v^6-14100v^7-14400...$ [10]; which may be written

$$(v^3-12v^2+47v)^3-300(v^3-12v^2+47v)=-14400...[11].$$

Whence, $v^3-12v^2+47v=60...$ [12]. Assume $s+4=v$, and substitute in the last equation, and it reduces to $s^3=1$; $\therefore s=1$. $\therefore v=1+4=5$. This value of v being put in [9] gives $w=1$. $\therefore x=5+1=6$, $y=5-1=4$, and $z=12-(6+4)=2$.

Second Solution. Put $s=12$, $a=56$, and $b=50816$. Let $xy+xz+yz=p$, and $xyz=q$. Substituting in the second and third of the given equations, they become $s^3-2p=a...$ [4], and $a^3-3a(p^2-2qs)+3q^2=b...$ [5]. Restoring the numerical values of a , b and s , and and reducing, [4] gives $p=44$, and [5] becomes $q^3+1344q=66816...$ [6]. Whence $q=48$. $\therefore xy+xz+yz=44...$ [7], and $xyz=48...$ [8]. From [7] and [8], and the first of the given equations, we obtain, by the 'Theory of Equations', or actual elimination, $x^3-12x^2+44x=48...$ [9]; the three roots of which cubic are the three numbers sought. Assume $r+4=x$, and substitute in [9]: we obtain $r^3=4$. $\therefore r=2$. $\therefore x=2+4=6$. The other roots of [9] are easily found to be 4 and 2, which correspond to the values of y and z .

Third Solution. Transposing the first equation, $z=12-(x+y)...$ [4]. Substituting in the second and third equations, $x^3+y^3+(x+y)^3-24(x+y)=-88...$ [5]. $x^3+y^3+(x+y)^3-72(x+y)^2+2160(x+y)^4-34560(x+y)^5+311040(x+y)^6-1492992(x+y)^7=-2935168...$ [6]. Now let $x+y=s$, and $xy=p$, and these last equations become, by substitution, $s^3-12s-p=-44...$ [7]. $2s^5-6ps^4+9p^2s^3-2p^3-72s^4+2160s^5-34560s^6+311040s^7-1492992s^8=-2935168...$ [8]. From [7], $p=s^3-12s+44...$ [9]. Substituting in [8], and reducing, $s^8-48s^6+952s^4-11424s^3+92944s^2-451200s=-921600...$ [10]; which may be expressed in the quadratic form, $(s^3-24s^2+188s)^2-2400(s^3-24s^2+188s)=-921600...$ [11]. Whence, $s^3-24s^2+188s=480...$ [12]. This cubic gives $s=10=x+y...$ [13]. And from [9] we have $p=24=xy...$ [14]. From [13] and [14] we readily find $x=6$, $y=4$; and thence, from [4], $z=2$.

Franklin, Venango Co., Pa.

ARTEMAS MARTIN.

7. The horse was sold for \$250+15 per cent. of itself, or \$287.50, and this sum is 90 per cent. of what he asked for it. If \$287.50 is

90 per cent., 1 per cent. would be \$3.194+, and 100 per cent. would be \$319.444.

E. J. BARTLETT, Brown School, Chicago.

Solved also by Artemas Martin, and by Alice Pickard, Ellen Kirk, and Susie Woodford, of Brown School.

PROBLEMS.—8. There are four numbers in geometrical progression. The product of the first and second added to the product of the second and third equals 582; the product of the first and third added to the product of the second and fourth equals 468. What are the numbers?

SIGMA.

9. I sold some trees to A and B for \$46.125 by selling to each man at the same price per tree. To A I sold x rows of x trees each; To B, y rows of y trees each, at as many shillings apiece as I sold rows of trees to both men. If I had sold only x rows of y trees each, I should have sold but 20 trees. How many did I sell to each man? SIGMA.

SIMPLICITY IN STYLE.—A letter fell into my hands which a Scotch servant-girl had written to her lover. Its style charmed me. It was fairly inimitable. I wondered how, in her circumstances in life, she could have acquired so elegant and perfect a style. I showed the letter to some of my literary friends in New York, and they unanimously agreed that it was a model of beauty and elegance. I then determined to solve the mystery, and I went to the house where she was employed, and asked her how it was that in her humble circumstances in life she had acquired a style so beautiful that the most cultivated minds could but admire it. "Sir," said she, "I came to this country four years ago. Then I did not know how to read or write. But since then I have learned how to read and write, but not yet learned how to spell; so always when I sit down to write a letter, I choose those words which are so short and simple that I am sure I know how to spell them." There was the whole secret. The reply of this simple-minded Scotch girl condenses a world of rhetoric into a nut-shell. Simplicity is beauty, simplicity is power.

FITZ GREENE HALLAM.

JUST FOR A CHANGE.—"Mother, ca' n't I go and have my daguerreotype taken?" "No, I guess it is n't worth while." "Well, then, you might let me go and have a tooth pulled; I never go any where!"

EDITOR'S TABLE.

EDITOR'S CHAIR.

DEATH OF THE PRESIDENT.—How the news that flashed over the wires on that sad 15th of April thrilled every heart with grief! We tried for a long time to persuade ourselves that it was only a terrible dream; but the tolling bells and the sad faces that we met at every turn forced us, at last, to believe that it was too true.

Abraham Lincoln, taken from the people and raised to the highest place in our land, has during the last four years — years that have put our government and our rulers to the severest test—exhibited such persistency of purpose, such sagacity and wisdom, and such purity in his motives, as have shown him to be head and shoulders above all our statesmen in these respects, as well as physically. And yet all the while he has seemed like a brother to every loyal man of the land. Even his pet name has been a title of honor.

He has fallen, and the nation mourns; but there is no reason for despair. He, who was the most perfect representative of our principles, by the hand of the very impersonation of Secession, has fallen; the principles still remain. Our color-bearer has been stricken down, but the flag still waves, purer through him than ever before. May we show that we are grateful for his words of wisdom and his precious life, by following in the path pointed out by them.

KANSAS.—Our friend Mr. Kellogg is coming on finely in the State Normal School. The *Emporia News* says: "This school has opened under the most favorable auspices, and must become one of the most important State Institutions of learning. The learning and systematic training imparted here will only be held in trust for the benefit of every school-district in the state, as the design of the school is to prepare competent teachers for the state at large. The people will receive the advantages resulting from this institution directly, while the advantages of others are felt only remotely." The April number of the *Educational Journal* reports about forty students present now.

OHIO.—The *Educational Monthly* in its first article, 'Talks after Working Hours', by an *Ex-Mechanic*, has some very good thoughts on the value of so-called 'practical knowledge'. "Facts, the elements of knowledge, are mere rubbish of themselves. It is scientific arrangement which gives them a value, and it takes a clear, well-trained head to arrange them scientifically." . . . "All true study must be disciplinary. The accumulation of facts is not necessarily study." And more of the same character. School-teachers must believe this, and act as if they believed it, if they would accomplish results worth any thing.

MAINE.— We have received the report of Mr. Edward P. Weston, Superintendent of Common Schools, upon the Normal Schools of the state. The first of the two Normal Schools which the State Legislature decided to establish was opened in Farmington, August 24, 1864; the situation of the eastern school has not yet been determined. The whole number of pupils so far has been seventy-five. Candidates for admission must be sixteen years of age if females, seventeen if males; and must sign a pledge declaring their intention to become teachers, that they will teach one year in the state if opportunity offer, and two if they complete the full course of study—two years. No charge is made for tuition, and textbooks are furnished for use. No model school is yet established in connection with the Normal School, but it is proposed to open such a school this spring.

The building to be used by the Normal School is not yet completed; it is, however, rapidly approaching completion. The structure is to be two stories high, sixty feet by forty, with a room below capable of seating two hundred pupils, and a hall above. The recitation-rooms are in what was an academy building, which stands in the rear of the main edifice. The Normal School in Maine has begun prosperously in comparison with the small beginnings in many states, and we trust that, under the care of Mr. Kelsey and his associates, its success will be all that it promises to be.

WISCONSIN.— The number of pupils in the University Normal Department has been during the past term 140. It is said that Prof. Allen is to resign his connection with the University at the close of the next term.

The friends of education in Wisconsin are making vigorous efforts now for the establishment of an independent Normal School. They find it does not work well to have the Normal School an appendage of another institution, however good that may be. They are certainly right in attempting to make school-teaching a profession, and to give their teachers a thorough professional training. We know of no surer or cheaper way of attaining these results than by founding good Normal Schools.

The *Journal of Education* for April contains Hon. J. L. Pickard's parting address to the teachers of the state. The subject is, 'Avoid Extremes'. The teacher should avoid extremes in dress; in the estimate he puts upon his own ability; in the views he takes of the character of his work, and the character of his pupils; in his manner of teaching and in the matter taught; in the discipline of the school-room, and his bearing toward his pupils and patrons. The address is a fitting conclusion to Mr. Pickard's zealous labors in Wisconsin.

VERMONT.— The Secretary of the Board of Education in Vermont is laboring with great zeal and success in that state. His last report says the whole number of children of school age—i. e. between the ages of four and eighteen—is 85,795; showing an increase of 533 over 1863. Of this number 73,259 have actually attended the schools. The number of pupils between eighteen and twenty that have attended the schools is 2,765. It appears that less than one-tenth of the pupils of the state have attended any other than the public schools. The number of teachers employed during the year was 4,841. The average wages of male teachers was \$20.48, of female teachers \$8.16, per month. The report advocates the consolidation of all the colleges of the state.

Massachusetts Teacher.

NEW HAMPSHIRE.—We have examined with interest the Seventeenth Annual Report upon the Common Schools of New Hampshire. The State Board of Education consists of the County Commissioners of Common Schools, appointed by the Governor and Council, and reports annually to the Legislature. The Board recommends the appointment of a State Superintendent of Schools, the establishment of a State Normal School and of Teachers' Institutes. The arguments in behalf of a State Normal School are unanswerable, and we doubt not will be heeded by the General Court.

The following is a summary of some of the leading school statistics of the state: Number of pupils four years of age and upward, attending school not less than two weeks, 85,347; average attendance during the year, 52,550; number of children between four and fourteen not attending school any where, 3,470. Average monthly wages of male teachers, \$24.77; of female teachers, \$15.48. Number of male teachers employed, 861; of female teachers, 3,166. Teachers unsuccessful, 154. School-houses unfit for use, 504. Average length of summer schools in weeks, 10.81; of winter schools, 10.86.

Iowa Instructor and School Journal.

MASSACHUSETTS.—While the old Bay State takes so much interest in the cause of education in other parts of the country, and every other good thing, for that matter, still she preaches not by precept alone, but also by example. The Agent of the Board of Education, in his report, says: "No year of my service for the Board has furnished stronger evidence of the growing attachment of the people to the cause of popular education. 'Come what may, we must hold on to our schools—the source of our strength and prosperity alike in peace or war', is the sentiment which I have every where met. This increasing interest and progress have been evinced, not only by the marked increase in appropriations, but by a better public sentiment, a more intelligent appreciation of schools; by the decline of the district system, and the consequent advancement in the gradation and classification of the schools; by the erection of improved, and in some cases costly, school-houses, and the introduction of better school furniture, in the face of war taxes and high prices; by the increase in the number of high schools, town libraries, and superintendents of schools; by the increased demand for graduates of our Normal Schools, the greater number of female teachers, and the consequent greater permanency of teachers, and adoption of wiser and milder methods of school-government; by the wider introduction of calisthenics and vocal gymnastics, and of object lessons and instruction in common things."

We extract the following statistics from the Report of the Board of Education:

The present number of public schools.....	4,675
Increase for the year.....	49
Number of persons in the state between five and fifteen years of age May 1, 1883	241,644
Ratio of mean average attendance for the year to the whole number of persons between the ages of five and fifteen74
Number of teachers in the summer.....	5,408
“ “ “ winter.....	5,476
Average length of public schools, 7 months and 19 days.	
Average wages of male teachers per month.....	\$46.73
“ “ “ female teachers per month.....	19.37
Aggregate expenditure for the year on public schools, exclusive of the cost of books and school-houses.....	\$1,679,700.24
Increase of aggregate expenditure on public schools.....	\$112,750.76
Average expenditure for each person between five and fifteen years of age	\$6.95
The whole number of students in the four Normal Schools during the year.....	561
Number of graduates	156

VIRGINIA.—Brig.-Gen. Geo. H. Gordon, Commandant at Norfolk, Va., has recently issued the following special order: "Ample provisions having been made by the benevolent societies at the North for the education of all colored children in this district, south of the James, parents of all colored children between the ages of 5 and 14 are hereby notified that their children (unless employed at labor) must attend schools. Parents or guardians who neglect this duty or fail to obey this order will be punished by fine or imprisonment, upon conviction before the Provost Marshal." Verily, 'John Brown's soul is marching on'.

FRANCE.—The Liberal party of France has always advocated giving instruction to the children at public expense and making attendance compulsory. To such a course the Clerical party has been opposed, and fully one-fifth of the children of the poor are unable to read. Recently, however, the Minister of Public Instruction, Mr. Duruy, in a carefully-prepared report, after comparing the state of education in France with that in other countries of Europe, comes out strongly in favor of compulsory instruction. The Council of State did not adopt the entire report; the enforcement of public instruction being changed into a permission.

OUR LATE PRESIDENT.—The blow which has fallen with such fearful calamity upon our nation, by depriving it of its beloved President, should awaken teachers and educators to a renewed zeal in cultivating in the minds of the youth of the land a spirit of love of country and regard for its institutions. One of the most important aids in the accomplishment of this purpose is the placing in the school-room paintings, engravings and statuary of those who are acknowledged by all to be among our country's benefactors.

We have been looking for some likeness of Mr. Lincoln to place in our own school hall, and have at last found one, pronounced by all his friends to be accurate and truthful, and so regarded by the President himself. We refer to the full-sized bust made by the sculptor L. W. Volk, of Chicago. Mr. Volk has also half-life size busts from the same model. The price of the large size is \$8.00, of the small, \$4.00. Some memento of the nation's patriot-martyr should be found in every school-room of the state which was proud to number him among her citizens.

W.

AMERICAN EDUCATIONAL MONTHLY.—The present number seems to be fully up to the high standard it has set. Among many good things we find the following: "Brains *versus* Text-Books.—An artist, admiring the work of a successful professional brother, asked, 'With what do you mix your colors to produce such fine effect?' 'With brains, sir,' was the answer. When we hear teachers anxiously asking each other what books they use to advance their pupils in knowledge, we are reminded of this anecdote. If the teacher is true to himself and his calling, it matters little what text-books may be in the hands of his classes. The successful teacher must prepare himself for every recitation. He must never appear before his class without being 'master of the situation'. Should circumstances occasionally rob him of the time necessary for imbuing himself with the essence of the subject, he might better defer the recitation.

"The teacher will seldom find a perfect text-book. And he should always be

ready to point out the errors in each day's lesson. He should be able to cite different authorities, when the text-books disagree upon certain questions. Too many of our school-books are imperfect in many particulars. But, if the teacher uses 'brains' properly, he can teach as thorough lessons and make more enduring impressions upon the mind of his pupils than he could were the text-books invariably perfect, while he himself was at all deficient. No teacher has a moral right to adopt, and to allow his classes to adopt, unquestioned, the assertions and opinions of school-book makers."

A PLEA FOR THE 'ILLINOIS TEACHER'.—I am, comparatively, a new teacher in this state, having removed from the East but few years ago, and have been surprised, as I have become acquainted with the educational interests of Illinois, at the rapid progress she is making in that direction.

But I am equally surprised at the neglect of this journal by the teachers of this state, both in contributions and support. At our late Teachers' Association held at Monmouth, I was favorably impressed with the body of teachers which composed it; but on learning the per cent. of the number present who sustained our educational journal, I could scarcely credit my senses.

Teachers of Illinois! this will not do,—it *must not* be. I have, up to the present year, given support to the journal of my native state—Connecticut, rather than the *Teacher*; but I shall do so no more. It is folly to say it is not worth any thing, as many argue, for it is just what *we make* it. We may patronize it never so promptly with our money, but, if we are not interested enough in its success to contribute to its pages, and to strive to make it the leading journal of its kind in the country, it will be, to us at least, of little importance. It is, also, equally vain for us to assert that we are not able to support it, either pecuniarily or otherwise. For who can not spare \$1.50 for an investment that will so richly repay him? Or where is there the teacher, who has had any degree of success, but what has thoughts that would be valuable to this fellow workers? I sincerely believe that, if the teachers of this state *would* give our journal their hearty support, it *would* be the first of its kind in the country. It has already a high character. In the hands of men whose hearts are in the work, it can but be a success. Then I say, fellow teacher, give it your *earnest support*: contribute to its pages; spread its circulation, that it may be a faithful exponent in the cause of education.

I propose, in some future number, to give some practical hints on School Government.

E. H. P.

ELMWOOD, ILL.

SOME PEOPLE CA'N'T SEE A JOKE.—One evening at the close of a very warm day, Sidney Smith was relating to some friends his sufferings from the heat. Said he: "It was so warm that I had to take off my flesh and sit in my bones." "Dear me!" exclaimed an old lady, "how could you do that?"

GIRARD COLLEGE in Philadelphia has 568 pupils, each of whom costs \$180 a year. In 1857 there were only 295 pupils, and each then cost \$252. The number of applicants is increasing, on account of the orphanage caused by the war.

OUR ADVERTISING PAGES.—We call the attention of our readers to the advertisements of books, etc., in the *Teacher*. The National Series, published by Barnes and Burr, New York, contains many excellent books; some of which, as Davies's Series, have attained a wide patronage. The books of Ivison, Phinney, Blake-man & Co., New York, have been long known favorably. The Text-Books on Botany are known every where, and almost as widely regarded as the best on the subject. Sargent, Wilson & Hinkle are an enterprising western publishing house. Their Ray's Mathematical Series and McGuffey's Readers are used and liked all over the West. Hillard's Readers, published by Brewer & Tileston, Boston, are worthy of all the praise that is bestowed upon them, as we know from having used them.

Crosby's Series of Greek Text-Books have long stood high with the best classical scholars of the land. Hanson's Readers are rapidly winning their way into the schools. We shall welcome the new edition, which we are told is soon to appear, with references to Harkness's Grammar. Payson, Dunton & Scribner's Writing-Books are too well known to need any thing more than mention. These last are all published by Crosby & Ainsworth, Boston.

At Reed's Temple of Music purchasers of pianos will be able to find what they want, if any where; and more than that, gentlemanly, trustworthy dealers.

For further particulars we refer you to the advertising pages.

SOME ODD RHYMES.—George I offered a reward of fifty guineas to the person who could make a rhyme to *porringer*. The following was handed him by one of the poets of the age:

The Duke of York a daughter had;
He gave the Prince of Orange her;
And now, my lord, I claim the prize,
For making rhyme with *porringer*.

The following appeared in answer to a challenge for a rhyme to *Timbuctoo*, not many years since:

I wish I were a Camawary
On the plains of Timbuctoo;
For then I'd eat a missionary,
Legs, arms, and hymn-book too!

A FREE TRANSLATION.—*Teacher*.—Translate literally—

" . . . vastos quatit ager anhelitus artus."
Pupil.—
"His painful pants shake his huge limbs."

This reminds us of a story of a small boy who, having had his ears open as children usually do, said to his father: "Father, do guns have feet?" "No, my son." "Why, father, how do they kick, then?" "With their breeches, boy."

BEETHOVEN.—The brother of Beethoven signed his name, to distinguish himself from his landless brother, '— von Beethoven, landowner'. The immortal composer retorted by signing his 'Ludwig von Beethoven, brainowner'.

CONUNDRUM.—Why is an old-fashioned chimney like a swallow? Because it has such a crooked *flue*.

CHARLESTON, S. C.—Since the occupation of this city by our forces, the schools have been reopened, and, *mirabile dictu*, the colored children are not excluded. Some of the citizens protested, and some of the old teachers refused to degrade themselves; but the military commander was inexorable in making no distinction, except between loyalists and rebels, and the colored children remain in the schools.

QUERY AND ANSWER.—What does a stone become that is thrown into the Dead Sea? It becomes wet.

[NOTE.—The 'boss' being out of his 'chair' by chance, the boys have been rummaging the table-drawer. They have found some curious things, but the graver readers of the *Teacher* will not be shocked.]

LOCAL INTELLIGENCE.

CHICAGO.—Vacation has come, and teacher and pupil, tired of the confinement of the school-room through a long term, have gone out to recreate, rusticate, and enjoy themselves generally. Many have gone to pay a visit to their 'country cousins'. We bespeak of these relatives that they will give them good treatment, plenty of out-door air, and bright sunshine; put the hoe and rake into their hands and let them make garden; no matter if the hands do get soiled or the complexion browned. Contact with mother Earth will renew their strength and energy, and when they return to their homes again, they will bring the rich fruits of your care and their own culture in the shape of a renewed lease upon life and its enjoyments.

The term closed with the Annual Examination under the direction of the Board of Education. Between 700 and 800 pupils were examined in all. The examination embraced only those who were promoted to Second Grade previous to January last, and those who had been in Third Grade since September. This may explain why the Second-Grade questions do not embrace the whole of the grade. We append the questions used:

SECOND-GRADE QUESTIONS.

Arithmetic.—[The examples may be worked out first on slates, and then copied on paper, if pupils prefer to do so; but all the copying must be completed within the time specified. The solutions should be copied on paper in full, so that the Committee may see the process as well as the answers. No books nor helps of any kind allowed on the desks, and none to be used during the Examination. All communication to be avoided. Pupils to receive no information from teachers, or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, grade to which he belongs, and name of school. Each answer should be numbered to correspond with the number of the question. At the close of the time specified, every paper will be taken up, whether completed or not.]

1. How many yards in length of carpeting, that is $\frac{3}{4}$ of a yard wide, will it take to cover a floor that is 27 feet long and 24 feet wide?

2. A man owning 160 acres of land sells 57 acres, 1 rood, and 15 square rods, and then divides the remainder equally between his four sons. How much land does each son receive?

3. A man digs a cellar 150 feet long, 50 feet wide, and 5 feet deep, upon a contract of 50 cents a cubic yard. How much money does he receive for his work?

4. Find the value of $15.75 \times .018 \div 6$, and give the rule for pointing off in the multiplication and division of decimals.

5. Find the sum of the following numbers: One hundred units and fifteen thousandths; one hundred and five millionths; fifty units and seven hundredths; sixteen units; one ten-thousandth.

6. Subtract five tenths from one unit and one hundredth.

7. How many bushels of potatoes at six shillings a bushel will it take to pay for 75 yards of cloth at \$2.50 per yard?

Grammar.—1. Write one sentence containing a verb which affirms an *action*; one sentence containing a verb which affirms a *state*.

2. Write a sentence containing a *transitive verb*; a sentence containing an *intransitive verb*.

3. Write a sentence about the capture of Richmond which shall contain a verb in the *active voice*, and another sentence which shall convey the same idea by the use of the verb in the *passive voice*.

4. Write a sentence containing the verb *go* in the indicative mode, perfect tense, third person, plural number; one containing the verb *come* in the subjunctive mode, pluperfect tense, first person, singular number.

5. Correct all the auxiliaries that need correction in the following sentences, and state which need no correction:

1. I will drown, for no body shall help me.

2. May I leave the room?

3. Thou might have been promoted last month if thou hadst studied.

4. I was at home before he has left.

History.—1. From what port, in what year, and with how many vessels, did Columbus sail?

2. What large river was discovered by Ferdinand de Soto, and what portion of the present United States did he traverse before its discovery?

3. What settlement was made in the year 1607, and by whom was the settlement made?

4. From what country, and for what purpose, did the Pilgrim Fathers emigrate?

5. What do you know about New-England Witchcraft?

Spelling.—Benefited. Maintenance. Receptacle. Supersede. Precede. Proceed. Independence. Surrender. Indelible. Deleble.

THIRD-GRADE QUESTIONS.

Arithmetic.—1. Multiply the sum of one million sixteen thousand four hundred and six and five hundred twenty-five thousand and nineteen, by one thousand and eight.

2. Having the divisor, the quotient, and remainder, how will you find the dividend?

3. Divide the difference between one thousand one hundred and sixteen and nine hundred and eighteen, by thirty-seven.

4. Find the least common denominator for the following fractions: $\frac{1}{2}$, $\frac{5}{8}$, $\frac{1}{3}$, and $\frac{1}{4}$.

5. Subtract $11\frac{1}{2}$ from $17\frac{3}{4}$.

6. Give the rule for finding the least common multiple of two or more numbers; and find by the rule given the least common multiple of 15, 9, 12, and 36.

7. Find the value of $\frac{3}{4} \times \frac{5}{8} \div \frac{1}{2}$, and give the rule for division of fractions.

Grammar.—1. Define a vowel: define a consonant.

2. Give one *Rule of Spelling*, with an illustration; give one *Rule of Syllabication*, with an illustration.

3. Write one sentence containing all the Parts of Speech, and underline the *adjectives, pronouns, and prepositions*.

4. Write the correlative of each of the following words: *Father, Niece, Hair, Executioner, Hero, Man-Singer*.

5. Compare the following adjectives: *Good, Holy, Benevolent, Bad, Able*.

Geography.—1. Give the name and the location of the capital of each of the following states: The largest state in the Union; the smallest state in the Union; the most populous state; the state last admitted to the Union.

2. Draw a map of the state in which you were born, if in the United States; if you were not born in the United States, draw a map of the state east of Illinois.

3. Bound the state of which Richmond is the capital.

4. Name the states that lie upon the eastern bank of the Mississippi River, in their order, commencing with the one farthest north.

5. Name and describe at least two of the principal Mountain ranges in North America.

Spelling.—Lieutenant. Forfeiture. Reservoir. Brigadier. Rehearsal. Dungeon. Emaciate. Acquaintance. Obeisance. Rheumatic.

We gladly make room for the following circular, and invite our fellow teachers to read it to their pupils and encourage them to make a generous response to its appeal. No better opportunity can be offered for inculcating in the minds of the young a lofty spirit of patriotism, a love of our country and its institutions, a respect for its brave defenders, and an eternal hatred toward all who seek its destruction, than the present, and in just this manner:

"A Bouquet of Flowers for my Country."

Floral Department of the Northwestern Sanitary Commission and Soldiers'-Home Fair.

TO THE CHILDREN OF THIS SCHOOL AND NEIGHBORHOOD:—

My Dear Little Friends, You may have seen the soldiers going away to the war, where some get killed and many are wounded or taken prisoners, while many more get sick, and all suffer terrible hardships. We ask you to pity these poor suffering soldiers, and do what you can to relieve them. But I think I hear the little boys saying—"Why, what can I do? I'm not big enough to fight, and I have no money." And the little girls—"Oh, I should like to do something for the poor soldiers if I could; but I'm only a little girl."

Now, my little friends, I send you this letter on purpose to tell you how even the youngest of you can do a great deal without money. We are to have a great FAIR in Chicago for the benefit of the soldiers, and many thousands of people will come to buy the pretty things that will be for sale, and all the departments—

more than one hundred and fifty in number — will be well filled without your assistance except mine — the Floral Department.

It is to help me to fill my department that I desire your assistance; for you must know that very few flowers grow in this great city, although it is some times called the Garden City.

On the last day of May, take your little baskets, and go out in the prairies and into the woods, and gather them full of the prettiest flowers you can find. Do it as quickly as possible, picking them with long stems, and keeping them covered from the sun, for if they get wilted they will be spoiled. Then get your mother to pick all the roses and other flowers that she can spare from her garden, and pack them carefully in a basket, covering the stems with damp moss. Then label the basket thus — "*Cut Flowers; Floral Department, Sanitary Fair, Chicago.*"

Now get your papa to send it on the first train, for it must arrive within twenty-four hours after they are picked, or they will be spoiled. When they arrive, it will be my part to see that they are made up into beautiful bouquets and sold. And if they are real pretty flowers, and get here in good condition, they will bring a great deal of money. Flowers are a great rarity to people who live in cities, and they will pay a great price for a handsome bouquet.

Do this, ye little ones, and continue to pick and forward your flowers two or three times a week, or as often as convenient, during the entire month of June, and it will always be a satisfaction to you in years to come that you had the pleasure of giving at least a bouquet of flowers for your country.

Mrs. J. A. KENNICOTT,
Superintendent Floral Department Sanitary Fair.

The schools of Chicago are generously responding by giving entertainments for the benefit of the Sanitary Fair. Sums of money have been contributed by the different schools, as follows: Jones, \$117.61; Scammon, \$57.08; Franklin, \$125.00; Moseley, \$62.89; Brown, \$409.12; Foster, \$375.00; Ogden, \$172.25; Skinner, \$600.00; Haven, \$603.21; Bridgeport, \$128.72; making in all \$2,650.38. These returns are quite incomplete, as considerable sums of money are still in the hands of the teachers.

FUNDS FOR THE NORTHWESTERN SANITARY FAIR.— 'The brave boys in blue' are not forgotten at home. In Decatur the students of the High School gave an exhibition, the net proceeds of which were \$100. In Centralia the scholars of the East Side gave an exhibition, the net proceeds of which were \$40. In Lockport the net proceeds of a public school exhibition were \$140. The students of the Normal and Model Schools at the State University gave two exhibitions, one in Normal, the other in Bloomington; they realized from both, after paying all expenses, \$305.

Keep on with the good work; there will be much left to be done for the soldier when the war is over.

MERCER COUNTY INSTITUTE.— It is said that the man who invented sleep is deserving of much praise. But the man who invented 'Teachers' Institutes' ought to have a monument reared to his memory that will outlive the pyramids, say we. How much of good results from the annual and semiannual gatherings of teachers in such schools of instruction! What noble impulses owe their birth to

these opportunities for the interchange of thought and method! Man is not only a social, but a dependent being; and many high resolves and grand results would never have had being, but for the immediate contact of thought with thought, and mind with mind. Tracing effects to their causes, many a teacher might, in truth, say, "I owe much of my success *as a teacher* to the Teachers' Institute."

When I commenced this article, I was proposing to say something in regard to the Mercer County Teachers' Institute, which was held at Millersburg, commencing April 4th, and continuing through the week. I was present most of the time during the session, and I can truly say that the meeting was a success, if it is to be judged by the spirit and enthusiasm of the teachers present. Never has it been my good fortune to meet a more agreeable company of teachers, or those more devoted to their noble work. Mercer county can truly boast of many first-class teachers, who comprehend, in its length and breadth, the nature of their vocation.

Although the meeting was not so full as some I have attended in that county before, yet it was very respectable as to numbers. I was sorry to note the absence of the School Commissioner. I did not learn definitely the cause of his absence. If there is an individual in the county who should be interested in Teachers' Institutes, *that individual* is the School Commissioner.

A bad custom prevails in many portions of our state, of not allowing teachers to dismiss their schools to attend the County Institute. This was the case to some extent in Mercer county. It seems to me that such a practice is 'penny-wise and pound-foolish'. The schools are the losers thereby. No good teacher, who participates in the exercises of an institute, returns to his post of duty in the school-room without receiving additional strength for the performance of his labors. In this connection, I have a suggestion to make to our noble Superintendent of Public Instruction, of whom every teacher in Illinois feels proud. It is this. Let a law be passed, if possible, permitting, yes, *compelling*, teachers to close their schools and attend the County Institute, and let the district pay them their usual compensation for the time in attendance.

J. V. N. STANDISH.

LOMBARD UNIVERSITY, GALESBURG, APRIL 13, 1865.

KNOX COUNTY.—The teachers of Knox county held an institute recently at Oneida, where it was our good fortune, for the first time, to meet a goodly number of them. This meeting seemed to us a high success in numbers and in interest, at least during the time that we enjoyed the privilege of seeing it. This county stands deservedly high in the state in all that relates to education. The numerous colleges and seminaries within its borders seem to have produced their legitimate effect upon the public mind, making the mass of the people, and especially of the teachers, intelligent and well informed. How our state needs to have these influences extended throughout her entire borders! We are a candidate for attendance at the Knox County Institute again!

MACOUPIN COUNTY.—The Teachers' Institute met at Girard, April 3, 1865. There were about sixty teachers present. The exercises were conducted by members of the Institute, who were selected by the President.

The lectures were of a high order, and, taken as a whole, practical. Prof. Sawyer, of Carlinville, lectured Monday evening. A gentleman by the name of R.

Edwards, from the Normal University, delivered two lectures on Tuesday evening, which, as is usual with him, were the right things in the right place. The one on School Government ought to be repeated to the inhabitants of every school-district in the land. Rev. Wm. F. Short, of Carlinville, lectured Wednesday evening; Rev. Mr. Soule, of Blackburn Seminary, Carlinville, Thursday evening; and Hon. G. H. Holliday Friday evening. The lectures are to be published in the county papers.

The self-appointed agent for the *Illinois Teacher*, Mr. Babcock, informed the teachers present, much to the astonishment of some of them, that there is such a journal, and succeeded in getting ten subscribers.

The usual resolutions were passed. The present session was pronounced a decided success, and the Institute adjourned to meet at Carlinville, Aug. 28, 1865.

VIRGIN, APRIL, 1865.

M. B.

DECATUR.—The students of the Decatur High School, under the charge of Prof. Gastman, gave an exhibition March 24, the proceeds of which, \$186.70, are to be devoted to the purchase of a library for the school. A few evenings after they repeated the exhibition successfully in behalf of the Sanitary Fair. These are only specimens of the good things that Prof. Gastman does.

THE GREAT TELESCOPE.—The University of Chicago will in a few days receive its new telescope. This instrument was manufactured by Mr. Alvin Clark, of Cambridge, Massachusetts, for a college in Mississippi; but the rebellion prevented the college from fulfilling its part of the bargain, and some more than two years since, when the object-glass was completed, it was rudely mounted at Cambridge in a tube made of boards, and with machinery to correspond. But on this first trial a discovery was made by it which won for its maker flattering notices from foreign scientific societies, and from Paris the Laland prize of five hundred francs, the largest offered there for astronomical discoveries. There was considerable talk for a time of purchasing the instrument for the Observatory at Cambridge, but the project was not successful.

The telescope is a refractor, with an object-glass of eighteen and three-quarters inches aperture, and a focal length of twenty-three feet. Capt. Gillis, late of the National Observatory at Washington, said of it: "Compared with the Harvard instrument, the largest of the kind in existence, it is as thirty-four to twenty-one, being thus more than one-half larger than any now in use. The eyes of the whole scientific world are turned to Chicago to await the result. When the instrument is properly mounted and manned, no one can predict its future."

The Dearborn Tower, on which it is to be mounted, has been built at an expense of \$25,000, the gift of a citizen of Chicago. By the gift of \$5,000 by Mr. Walter A. Gurnee, of New-York City, the instrument is to be furnished from Berlin with the largest meridian circle ever manufactured.

The University has received gifts during the past two years amounting to one hundred and seventy-five thousand dollars.

NORMAL UNIVERSITY.—The Spring Term began on the third of April. The number in attendance in the Normal School is 170; in the Model School, 210. The entering class in the Normal School has 25 members.

NOTICES OF BOOKS, ETC.

SCHOOL ECONOMY: A treatise on the Preparation, Organization, Employment, Government, and Authorities of Schools. By James Pyle Wickersham, A. M., Principal of the Pennsylvania State Normal School, Millersville, Pennsylvania. Philadelphia: J. B. Lippincott & Co. Pp. 381.

We are sure that young teachers will find this a very valuable book. Those of larger experience in the work of instruction will be interested to read the opinions of a teacher who has taught so long, thought so deeply on the subject, and fills so prominent a place in the profession, as the author; and school-officers can surely get information enough from it to repay its cost. The author teaches upon almost every subject connected with school-keeping, from the organization of classes to the building of school-houses and the relation of schools to the community. His style is both didactic and dogmatic: this is no wonder, for the matter of the book was prepared to be used in giving professional lectures to his students in the Normal School.

We have looked the book through with some care, and have found occasion to dissent from the opinions expressed in but very few instances. We do not agree with the statement on page 146, that 'corporal punishment of any kind should never be inflicted' for badly-prepared lessons. If the pupil has done his best to get a lesson and has failed, no punishment should follow: if he has been willfully idle, we opine that a rod may some times be just what he deserves; at least, may it not be much better, in such a case, to use the rod than for the teacher to punish himself by remaining with the delinquent after school. By the way, in this case, the common error of using the word 'corporeal' for 'corporal' is made; but we suspect the mistake is typographical, as the proper word is used in several other cases. On the general subject of corporal punishment the author's opinions seem to be perfectly orthodox.

A few sharp words on the question of overwork in schools, so much discussed at present, are just to the point. The author says, "The evils have a seat nearer the heart of society, and the school merely manifests them. Let children have a strong natural constitution, be trained to work, eat proper food, dress in a healthy manner, sleep well, breathe pure air, shun all luxuries, and, my word for it, neither six nor ten hours a day of hard study will do them injury. But if they are permitted, from the age of five upward, to attend parties at night, sip wine, smoke cigars, indulge in confections, make love to babies like themselves, eat what they please, sleep when they please, and go where they please, all expense for true educational purposes might as well be saved; for, under such management, the shattered constitution can not endure study for three hours a day, even if the race itself does not become extinct or helpless."

We also fully agree in his disapproval of the 'self-reporting system', and believe his reasons for disapproval to be both sound and sufficient. Moreover, we are glad that the author so clearly and distinctly sets forth the real advantages of the teacher's profession; it is especially timely in these days, when it is so much the fashion with teachers to grumble at their hard lot, and to growl at the community. We think too many things are crowded into these pages: if the writer had made fewer statements, and given more illustrations, his book would have been

more readable, and, we think, would have left a deeper impression. The book is neatly printed, and has a pleasant appearance; and we say to all engaged in teaching or managing schools, put it in your professional library.

THE AMERICAN PHONETIC PRIMER. By Elias Longley. **THE AMERICAN FIRST READER.** By Elias Longley. **THE SECOND PHONETIC READER.** By Benn Pitman. Cincinnati: Longley & Co.

These three books constitute an admirable series for teaching the little ones to read by the phonetic method. We have long held the opinion that the road to the reading of our ordinary English books is plainest and pleasantest by the way of phonetics; and every year but strengthens the opinion. We *know* these books are excellent helps in the work, by the gratifying success of an experiment we are now making with a certain little four-year-old.

SPECIMEN PAGES OF A MANUAL OF NATURAL HISTORY, for schools and general readers. By Sanborn Tenney, A.M., author of 'Geology for Teachers', and 'Lecturer on Physical Geography and Natural History' in the Massachusetts State Teachers' Institutes and Normal Schools. To be published soon by Messrs. Charles Scribner & Co., 124 Grand street, New York.

The pages before us come from the University press of Cambridge, and are beautiful in appearance. They are illustrated by numerous engravings, which are clear, and, so far as we can judge, true to nature. Prof. Tenney's work on geology is well known to many of the readers of the *Teacher*, and we have no doubt that they will be well pleased with this new work when it shall make its appearance.

THE BLACK REPUBLICAN. A Weekly Newspaper. Dr. S. W. Rogers, Editor; C. C. Antoine, A. J. Gordon, Associate Editors; J. B. Noble, Publisher. New Orleans, La. \$5.00 a year, and at the same rate for shorter periods; single copies 10 cents.

We have received the first number of a neatly-printed and ably-edited folio newspaper, seven columns to the page, with the above title. The following extract from the prospectus sufficiently sets forth the character and objects of the publication: "This paper will be issued weekly, on Saturday. It will be conducted by American colored men. It will be printed in the English tongue, the tongue that brought us freedom. It will be devoted to the religious, moral, social, political and material advancement of the colored people. It will be the true organ of the American colored people of Louisiana. Through this paper the poor as well as the rich, the freedmen as well as the freemen, will be heard."

NORTH-AMERICAN REVIEW, APRIL, 1865.—The first article of this number, 'England and America', contains a great amount of sense on the folly of talking ourselves into a war with England, where, despite the hatred of certain classes and men, we have so many well-wishers, and where there are so many who feel that our prosperity is their good fortune. But we can not but feel, and without being influenced by passion, we think, that the author of the article goes too far when he says that there can be but little hope of enforcing a claim for reparations for injuries inflicted by British subjects; and that he doubts if the attempt to fasten the responsibility upon England of reparation for her piracies can be made good. We hope to see the claim forcibly presented, even if we do not choose to go to war, to enforce it.

A fitting tribute is paid to Edward Everett, who was the first editor of the *Review* who gave it a wide influence. We quote the last sentence: "There was nothing in him sordid or unclean. He was as far from the demagogue as the cynic; and when he stands in marble, the image of him will not be whiter than that of the patriot, who in time of war won for the toga its share in the praise of victory, will stand in the memory of his countrymen."

The thorough-going patriotism of the *Review* is shown in its articles on 'Free Missouri, and Reconstruction', as well as in some of the 'Critical Notices'. The other articles are 'Voltaire's Residence in England', 'Jacob Grimm', 'The Philosophy of Herbert Spencer', 'Wordsworth', 'Open-Air Grape-Culture'.

THE NEW-ENGLANDER for April contains an article that will possess interest for all readers of the *Atlantic Monthly*. Some valorous son of Connecticut replies to the article in the February *Atlantic* on the 'Pleiades of Connecticut'. He seems to have taken the matter in 'high dudgeon', and, in his vigorous reply, deals some heavy blows at the famous 'hub of the Universe'. The *New-Englander* is wont to treat with ability living questions in the literary, political and theological world. It is published quarterly, by William L. Kingsley, 63 Grove street, New Haven. Subscription price \$4.00 per annum.

THE ATLANTIC MONTHLY, May, 1865.—We have spent the short time since the *Atlantic* came in reading somewhat hastily 'Diplomacy of the Revolution', Dr. Johns', 'The Chimney-Corner', and 'Castles'. We shall read them again with more care. We doubt not that the other articles are good. They are as follows: 'With the Birds', 'Gold Egg.—A Dream Fantasy', 'My Student-Life at Hofwyl', 'The Grave by the Lake', 'Ice and Esquimaux', 'Notes of a Pianist', 'Our Battle-Laureates', 'Needle and Garden', 'Fair Play the Best Polley', 'Reviews and Literary Notices'. Among the contributors to this number are James Russell Lowell, John G. Whittier, O. W. Holmes, T. B. Aldrich, T. W. Higginson, and Mrs. H. B. Stowe. With these persons to cater for him, he must be a literary dyspeptic who can not make a feast off the *Atlantic*.

OUR YOUNG FOLKS, MAY, 1865.—The publishers, Messrs. Ticknor & Fields, seem to spare no pains or expense to make this the best magazine of the kind published. The children (the old folks are some times found reading it, too) could hardly do without it; it is as important to Johnny and Mary as the daily paper or the review is to father. Carleton's Paul is still 'winning his way', though under a cloud for the moment. 'Our Dogs', by Mrs. Stowe, shows that dog-nature has not escaped her attention any more than human nature. J. T. Trowbridge tells a story in rhyme about 'The Wonderful Sack'. There are additional chapters of 'Afloat in the Forest', and 'Farming for Boys', with other pieces that please the children. And how the eager faces and brown curls cluster over those last mysterious pages!

THE BELOIT COLLEGE MONTHLY, APRIL, 1865.—This is a magazine published by the students of the college, and the contents are original contributions from all the classes. Of course the interest in many of its pieces is local, but some of the articles are of general interest. It seems to be up to the usual standard of such college productions.

PAYSON, DUNTON & SCRIBNER'S SYSTEM OF PENMANSHIP.

My attention was first called to Payson, Dunton and Scribner's System of Penmanship about fifteen years ago, while I was principal of a large public school in Illinois. A brief examination, aided by the courteous explanations of Mr. Dunton, satisfied me of its decided superiority over the system then in use in my school. I therefore at once introduced it, and never afterward used any other in that school. My first favorable judgment was more than confirmed by experience and trial. Order began to arise out of confusion; interest and success followed listlessness and failure. The introduction of the new system was in fact an era in the history of my writing-classes.

The feature of this system which first arrested my attention and challenged my approval was its rational simplicity and unpretending elegance — its freedom from needless redundancies of line, curve, and shade, of hair-stroke flourish and fancy, which are, indeed, very beautiful as specimens of the possibilities of the chirographic art, but which are nevertheless bewilderingly unapproachable and cruelly discouraging to school-children. I have a vivid recollection of the irresistibly comical results of the attempts of certain ambitious juveniles to reproduce the alphabet with stunning variations, as given in some of the Writing-Books of the olden time! It is to be feared that the race is not yet extinct.

Writing should be, like speech, of which it is the substitute — simple, unaffected, distinct, and chaste. Letters should flow from the pen, like vocables from the tongue, clear, full, and strong; each one being boldly defined and sharply distinguishable. What would be thought of one whose ordinary conversation should be garnished with metaphor, hyperbole, and other rhetorical extravagances, however polished and splendid? Is a style of penmanship, for children and ordinary every-day use, in which the simple outline of the beautiful letters of the English alphabet is lost in the mazy involutions and convolutions of elaborate chirographic gymnastics any less proposterous?

What is needed for the million is a bold, unadorned legibility, coupled with simplicity, ease, and rapidity. There is something grand about the signature of John Hancock — there is a downright earnestness in it which is almost a biography in itself. Let those who have a taste for the poetry of the art, and who have the time and skill to attain it, do so. It is all right. But let all else be sacrificed, if need be, for that bold and simple style which the practical demands of life require.

I like the system of penmanship under notice, because it possesses so many of these excellences, and because it has contributed so much to correct the opposite defects, and to inaugurate a better and purer taste in chirography.

The rules given by Payson, Dunton & Scribner are brief, intelligible, comprehensive, and philosophical. Any one can understand and apply them, and whoever does is sure to learn to write well. The 'Manual of Penmanship', 'Oblique Lines', and 'Writing Tablets', are among the late improvements of this system, and of much value to teachers.

I regard as public benefactors all who contribute toward the improvement of our school-children in the beautiful and absolutely essential art and science of penmanship. Believing that Payson, Dunton and Scribner have so contributed, in an eminent degree, and that their system possesses many marked and peculiar excellences, I recommend it as admirably suited to the wants of our common schools.

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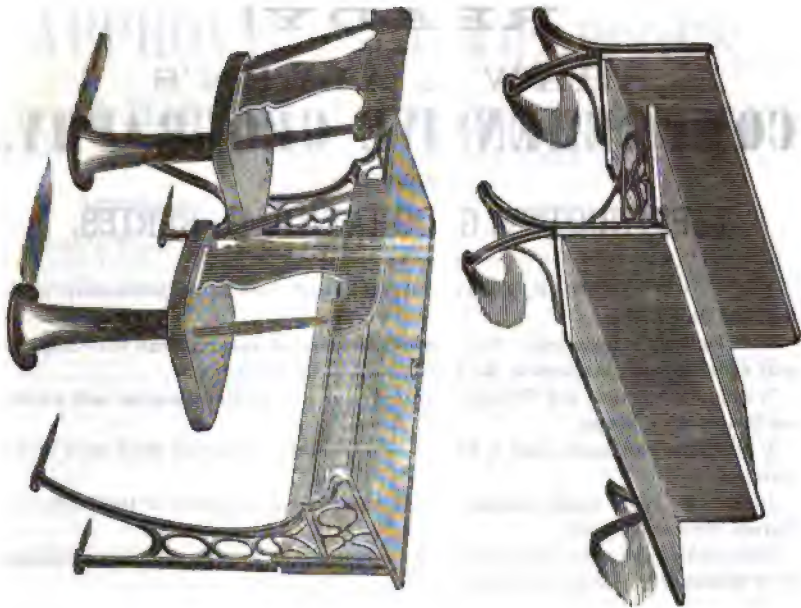
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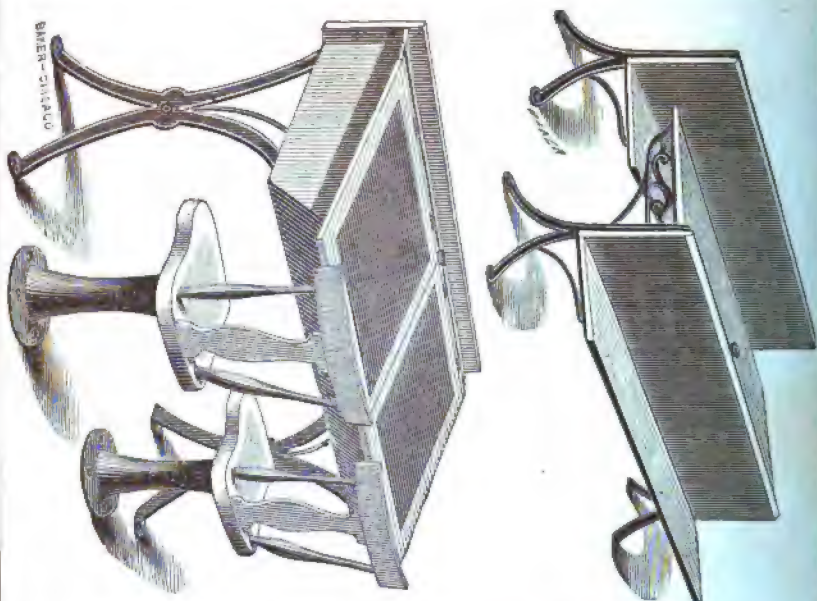
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THE

Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

RICHARD EDWARDS, EDITOR, *Normal*.
S. H. WHITE, MATHEMATICAL EDITOR, *Chicago*.

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ILLINOIS TEACHER.

VOLUME XI.

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NUMBER 6.

A NATIONAL BUREAU OF EDUCATION.*

—
BY S. H. WHITE, A.M.
—

THE history of education in different parts of the United States, especially in those which have given character to the movement, has been at first one of individual effort or of separate organizations. These powers have afterward been united to secure a common object, namely, the adoption of a complete system in each of the several states. In the states more recently admitted, a system of public instruction has been adopted with the organic law; but its practical working and adaptation to popular wants have resulted from a coöperation of separate agencies. In every case, whether the system has been the result of trial and experience, or has been transplanted, ready formed, to a new state, the plan has been one of a union of power and influence in a common head. Smaller organizations of teachers are represented in State Associations, and these, again, culminate in the National Association. A Department of Public Instruction has official charge of the general educational interests of the state. To this department all educational officers are responsible, and their course is guided by its direction. The general tendency to organized action in this form may be considered evidence that it is desirable, and that this system is the most efficient yet devised. From a similarity in the plan and operation of the state and general governments, we may infer the incompleteness of our national system of education and, at the same time, the manner of supplying the defect.

The following thoughts are presented in favor of establishing a na-

* Read before the National Teachers' Association, at Ogdensburg, New York. Reprinted from *Barnard's American Journal of Education* for March, 1865.

tional agency corresponding to Boards of Education and Departments of Public Instruction in the several states.

I. The adoption of such an agency would more fully insure the existence, prosperity and perpetuity of our institutions.

The primary idea of a republican form of government is that of a people governing themselves, of their yielding up, of their own accord and for the public good, such of their individual rights as would conflict with the rights of others. It is a concession by the individual for the benefit of the public, in consideration of the advantages of society. The object is the promotion of the general welfare. As a result of this system, there must necessarily be a conflict of judgment concerning the value of the rights of the individual, those of the public, and the privileges enjoyed by the concession. The popular exercise of this judgment, and of the power of self-control which results from it, can only exist where there is an intelligence to appreciate these rights and privileges. Mental culture is a necessity, then, to the exercise of the power of self-control by the individual. And since the government is an aggregation of individuals, all standing on the same level, politically, it follows that the education of the whole people is not only desirable, but essential to the national existence; if to the existence, then also to the perpetuity and prosperity of the nation.

The advantages of a well-developed mind on the part of their rulers were appreciated by the nations of antiquity. The infant monarch was placed under careful instruction, and it was the greatest care of their wise men, their rhetoricians and their philosophers, to develop in his mind the qualities of a successful governor. Modern nations, appreciating equally the advantages of liberal culture, have spared no pains or expense in the education of their future sovereigns. In a republic every citizen is a sovereign. A single vote may determine the policy of the state, and the laws are made and executed by persons taken from the masses. Such being the prerogative and so great being the power of each individual citizen, the conclusion is forced upon us from another stand-point that the national interests require a high mental culture of the people.

For the accomplishment of this purpose state governments are doing much; but their interests and those of the nation lie in the same direction. A National Bureau of Instruction could do much in advancing this great work. The different state systems, where there are any, are distinct from each other, having no official relationship whatever. For the attainment of a common object, their plans are wide apart. Each has its peculiar excellences, and the friends of each are conscious of its possessing serious defects. To assist in as-

simulating these systems, to bear their excellences from one to another, to circulate the practical results of different theories and methods, and to publish valuable educational intelligence, might be a great and important object of a national bureau.

But there are several states which have, as yet, no system of popular instruction whatever, or, if any, it is very imperfect; and there is also a very large part of our domain which is yet unsettled. These states embrace a large portion of our population and — with the territories — much the larger part of the area of our country. Not only would it be for their interests, but clearly a national benefit, if systems were established in these sections, as necessity requires; but it seems a duty devolving upon the general government, for its own welfare, to see to it that the most efficient system, and one suited to the spirit of republican institutions, is adopted.

II. Education should be nationalized.

I would not be understood to say that the people are not allowed to establish schools or that government does not foster education. Probably no nation has, from its own wealth, done more for the instruction of its people than this. But is this sufficient? Every government is based on some theory; and its success requires that its laws, its customs, and the spirit of its people, harmonize with the peculiar character of its constitution. The monarchs of the old world educate their subjects, if at all, in a faith in their institutions; and wisely so; for if they succeed, they gain an intelligent, hence a more powerful, support to their measures; if they fail, they know that they will secure the equally strong opposition of intelligence.

Never before, in the history of the world, has there been a government on an extended plan based, like ours, upon the entire equality of all its people in their political rights and duties. It has been customary to call the governments of ancient Greece and Rome, and some in more modern times, republics; but they were not democratic republics. In the purest democracies of Greece the power was in the hands of a few. A large part of the population were *metics*, while the larger portion were in a state of bondage. In Rome there were different classes, each having its rights; but the most extended privileges were enjoyed by only a few. If history establishes any fact, it is that the rights of citizenship have never been so entirely bestowed upon the whole people as in this nation at the present time. In other important features is this government without precedent. The separation of the different departments, legislative, executive, and judicial, and the selection by popular choice of persons with whom

these powers are vested, have never before been carried to so great an extent.

These peculiarities of our government require that the spirit of the people shall be educated in conformity to them. Unless popular mind is trained in sympathy with republican ideas, or if, under the right of freedom of opinion, aristocratic notions of society and of education are allowed, different castes of society will spring up, theories of a modified form of government will arise, popular faith in a republic will be weakened, and its surest basis of support — the attachment of the people — will gradually crumble. If the spirit is not in harmony with the form, if the government has not in itself a vital power and energy which will mould popular sentiment and draw it to itself, then it must yield and adapt itself to the condition of society. Whenever, in the history of nations, the yoke of power has sat uneasily upon the necks of its subjects; whenever, from neglect or injustice, popular feeling has become estranged, a change of policy has been demanded by the people, and the government has generally been modified to meet their wants. Hence, not only the propriety but the necessity of the government's exerting its influence to encourage a system of education which shall harmonize with republican ideas and republican civilization. Aristotle says "The most effective way of preserving a state is to bring up the citizens in the spirit of the government and, as it were, to cast them in the mould of its constitution."

III. A National Bureau would give a character to our educational system which its importance deserves, and would place it in a position where its influence would be felt with greater power in the improvement of the national mind.

It is the tendency of mind to become accustomed to surrounding circumstances. Many of men's notions of the relative importance of ideas and things around them are the teachings of external life. Among the Greeks, Athena was the goddess of wisdom, the symbol of thought, and the patron of heroism among men. To evince their appreciation of these traits, to keep alive an admiration of them and to stimulate the minds of the people to their possession, the magnificent temple of the Parthenon, dedicated to her, was erected on the Acropolis, and in it was placed her statue, carved by the hand of their master artist, Phidias. How much did the statues and costly works of art erected in the streets of Paris by Napoleon I. serve to nourish in the mind of the French people an almost adoration for that mighty spirit of the Revolution and an enthusiasm for his reign!

So it is in the field of thought. Whatever idea is held prominently before the mind, whatever is the idea of the controlling power,

will, because of this prominence, ultimately prevail with the people. The experience of those present affirms this. Has a teacher a predilection for a particular branch of instruction? It will not be long after he enters his school before there will be a greater fondness, if not a decided preference, for that particular study. Even if no prominence be given to that study, the teacher's mental disposition will become so impressed upon his pupils by his acts and his manner of thought that the same bias will unconsciously be given to their minds. Men have often secured their objects by keeping prominently before the minds of those they would influence the motives by which they are guided. The action of legislatures has been influenced by the continued presentation, in various lights, of a measure sought to be adopted. The philosophical tendencies of a period in history have been determined by the ideas of a few powerful minds then prominent in the realm of thought.

The direct inference from these examples is, that this nation, founded upon the mental culture of the people, and dependent for its prosperity upon their intelligent action, can most completely insure its success by giving to educational agencies the power and influence of national adoption.

QUESTIONS ON THE THEORY AND PRACTICE OF TEACHING.

[The following questions correspond to a great extent with similar ones used in the Normal University. These are prepared by Hon. E. E. White, School Commissioner of Ohio, and distributed by him to the Boards of School Examiners in different parts of the state. We earnestly commend them to the attention of the teachers of Illinois. Let no man or woman enter upon the duties of the school-room without being able to answer these questions, or similar ones, intelligently. We print them for the benefit of our readers, and hope they will be thoroughly examined.—ED. TEACHER.]

SCHOOL GROUNDS.—What things should be considered in selecting a site for a school-house? Why should a school-house not be situated upon the public commons or in the streets? What should be the size and shape of the play-grounds connected with a country school? How should the grounds back of the school-house be arranged and separated? Why is it desirable that the front yard be ornamented

with shrubbery and flowers? What is the duty of teachers respecting the care of school-grounds? How may the planting and preservation of shade-trees be usually secured?

SCHOOL-HOUSES.—Draw a ground plan of a school-house for an ungraded school taught by a single teacher. Why should the ceiling of a school-house be higher than the ceiling of a dwelling-house? Why should the windows be so made that they may easily be lowered from the top? What is the best plan for ventilating school-rooms? Why is a teacher that neglects the ventilation of his school-room blamable?

SEATING AND CARE OF SCHOOL-ROOMS.—How would you arrange the seats of a school-room occupied both for study and recitation? What are the advantages and what the disadvantages of having the recitation-seats *near* the teacher? What the advantages and what the disadvantages of having the school seated between the teacher and the class reciting? Is an untidy school-room more discreditable to the pupils than to the teacher? Why? What is your plan of securing the sweeping and dusting of your school-room? Why are scrapers and door-mats necessary to the health and comfort of a school? To what extent is the teacher responsible for the protection of the desks, walls, doors, etc., of a school-house from defacement and injury? If a school-house is defaced with obscene marks and writing, what is the duty of the teacher? Why should a school-room be made cheerful and pleasant?

SCHOOL-RECORDS.—What items should be daily recorded by the teacher in conducting a school? What is your plan of keeping a record of attendance? What measures do you resort to to secure regularity of attendance? What record do you keep of tardiness? What do you do to prevent tardiness?

SCHOOL-ORGANIZATION.—Why should the teacher enter upon the organization of his school with well-matured plans? What information would you seek in taking charge of a strange school? What temporary plan of seating would you adopt the first day? What course would you take to ascertain the attainments of the different pupils before assigning them their studies, or attempting to classify them? What is the advantage of having as few classes as possible? What are some of the obstacles that prevent a close and systematic classification of our country schools? How may some of these obsta-

cles be overcome? How far should a teacher be guided by the wishes of parents in assigning new studies to pupils? What is the disadvantage of having more than one series of text-books used in the same branch of study? What is your plan for calling out and dismissing your classes? Why is a definite and simple plan important? How many hours should a school be in session each day? Why should the younger scholars be confined less than the older scholars? What plan would you adopt to secure this result? What do you think of the plan of giving a short recess at the close of each hour?

ORDER OF DAILY EXERCISES.—What are the advantages of a programme of daily exercises in which a definite amount of time for each exercise is allowed? What are some of the difficulties encountered in arranging such a programme for an ungraded school? Why is it better to divide the school into three or more *grades*, and arrange the programme for each grade? What is the advantage of a study-table in which the work of the pupils at their desks is marked out and directed? What is your plan of regulating the work of each pupil at his desk? What should be made the opening exercises of a school? What is your plan of conducting such devotional exercises? What lessons and exercises, in addition to the book-lessons of the scholars, should receive attention? What attention should be given to vocal music? How should music be taught? How would you provide for oral instruction, slate-exercises, etc., in your daily programme? What is the advantage of giving the younger pupils frequent recesses?

RECITATION.—Why should the teacher make special preparation for conducting each recitation? What should such special preparation include? Why should it include the *method* of conducting the recitation? To what extent should the teacher use a text-book in hearing a lesson? Why should his knowledge go beyond the text-book used by his class? Why should the teacher avoid a formal routine in conducting recitations? What directions can you give respecting the assigning of lessons? To what extent should the pupil be assisted in the preparation of his lessons?

What are the principal objects of a recitation? Why should the recitation thoroughly test the study of the pupil? Why should the pupil, as a general rule, not be told what he can be led to find out for himself? What is the difference between teaching and talking? What, in your opinion, are the more common faults of teachers in conducting recitations?

Why should the teacher not confine himself to the printed questions

of the author? What do you understand by 'leading questions', and why are they objectionable? Why should questions that can be answered by yes or no be avoided? Why is the practice of assisting pupils in the answering of questions by 'hints', and otherwise, objectionable?

What are some of the characteristics of a satisfactory answer to a question? Why should the teacher reject partial answers? Why should every answer be expressed in good language? Why should *mumbling* be broken up?

What are the advantages and what the disadvantages of conducting recitations by topics? In what studies and with what class of pupils is this method most successful? What do you regard as an abuse of the topic method?

What are some of the objections to the common method of permitting pupils to recite consecutively or by turn? In what recitations may this method be some times used with advantage? What is your opinion of the system of place-taking or 'going up' in classes?

What are the advantages of the method of calling upon pupils promiscuously, or without reference to the order in which they stand, to recite? Into what errors is a teacher liable to fall who uses this method? How may each of these errors be avoided?

What do you understand by the 'concert method' of reciting? What are the objections to this method? When may it be used with advantage? What are the advantages and what the disadvantages of the method of propounding questions to the entire class, and requiring those who think they can answer correctly to raise the hand? When may this plan be used with advantage? Which of the above methods of calling upon pupils to recite do you regard the most thorough and satisfactory? What is the advantage of using different methods? What position do you prefer to have your pupils take when reciting?

REVIEWS AND EXAMINATIONS.—What are advantages of always reviewing the preceding lesson? How would you conduct such a review? What is the advantage of dividing a text-book into parts and reviewing thoroughly each part before advancing to the one next succeeding? Why should the results of such a review be tested by a thorough examination? What is the advantage of subjecting your own classes to frequent thorough examinations or tests? What is the most satisfactory method of examining advanced classes? What would be your method of conducting an examination in reading?

INCENTIVES TO STUDY.—What is the usual argument in favor of

the practice of offering prizes as an incentive to study? What are the usual objections urged against it? What is your opinion of the practice? Why are rewards bestowed without previous promise less objectionable than prizes? What are the usual arguments for and against the system of merit-marks? What is your opinion of the system?

What is your opinion of the practice of keeping an accurate record of the *character* of each pupil's recitations? What system of marking recitations (if any) do you use, and what use do you make of the class-record? State what you regard some of the abuses of class-records?

To what extent is it proper to cultivate a spirit of emulation among pupils? What are some of the evil effects of an excessive appeal to this feeling?

When may the fear of punishment be made an incentive to study? Which is the less evil, lessons learned from fear of punishment, or lessons neglected? Why? Is it ever proper to resort to corporal punishment to secure the preparation of lessons? Give a reason for your answer.

Why is it never proper for a teacher to resort to open ridicule of a dull pupil? What is the usual result of such treatment? Under what circumstances do you think ridicule may be a proper incentive to study?

What is the usual effect of commending a pupil who does not deserve it? What is the result of constantly praising and putting forward a few bright scholars? Why should a teacher be quick to perceive and prompt to commend the faithful efforts of a dull scholar?

Which of two classes of motives equally effective in securing study should the teacher use, the higher, or the lower? Why? What do you regard the highest motives that can be successfully used as incentives to study? What is your opinion of the practice of detaining pupils after school to prepare or recite neglected lessons?

SCHOOL GOVERNMENT.—Why should self-government on the part of the pupils be the ultimate object of school-government? Why is it important that all our youth form the habit of cheerful and prompt obedience to rightful authority? Which of two teachers is the better disciplinarian, the one that secures right conduct in the pupil by causing him freely to choose it, or the one that necessitates good conduct by outward restraint? Why may the outward control of the teacher be necessary as a means of securing self-control on the part

of the pupil? Why are cheerful obedience and good order necessary in every school?

How do you explain the fact that some teachers govern easily without resorting to corporal punishment, while others depend largely upon such punishment to sustain their authority? Why may the same methods of school-government be used by different teachers with opposite results? Which do you deem the more important, the teacher's personal character, or the measures he uses?

Name some of the more important qualifications of a successful disciplinarian? Why is an accurate and thorough knowledge of the branches taught an important aid in school-government? Why does a slavish use of the text-book in hearing recitations increase the difficulty of securing good order? Why does skill in teaching render government less difficult? What relation does thorough instruction sustain to efficient discipline?

How do you explain the fact that the higher and more uniform the standard of school-order, the easier it is to sustain it? Which is usually the more effective, the certainty of a mild correction for misconduct, or the possibility of severe chastisement? What is your opinion of the practice of trying to govern a school by spasmodic efforts?

Why is it important that the teacher be able to detect mischief in its incipient form? Why should this be done without evincing a suspicious disposition? What qualifications on the part of the teacher does this require?

Why should the teacher never permit the faults of his pupils to create an unfriendly feeling toward them? What pupils, if any, should the teacher make his pets, those who are most lovable, or those who most need his love? Why? Why should the teacher manifest confidence in his pupils? Under what circumstances may such confidence be withheld?

What is your method of regulating 'whispering'? What do you think of the propriety of positively forbidding whispering, and prescribing a definite punishment for each offense?

What course would you pursue to detect the author of a serious school-offense? What is your opinion of the propriety of requiring pupils to inform upon each other? What do you think of the practice of keeping a daily record of the communications and general conduct of your pupils? What is your opinion of the 'self-reporting system'? What difference should be made in correcting offenses owned by the pupil and those that are detected?

Why should the teacher be careful not to transcend his authority

in school-government? What is the extent of the teacher's jurisdiction over his pupils in going to and from school?

PUNISHMENTS.—What are the objects of punishment? In humane governments, the abuse of a privilege is followed by its forfeiture. How far can this same principle be carried out in school-government? Why is such a natural punishment usually more efficacious than an arbitrary punishment? What would be a natural punishment for tardiness? For injuring school-property? For profane or vulgar language upon the play-grounds? For whispering with a seatmate? What is your opinion of the propriety of depriving idle or disorderly pupils of their recesses? Why is it not proper for a teacher to resort to such punishments as are designed to *degrade* a pupil? What is your opinion of 'dunce-caps' and 'dunce-stools'? What is your opinion of the propriety of inflicting personal indignities upon a pupil by pulling his hair, boxing his ears, or snapping his forehead, etc.? Why should the head be exempt from penal violence? What is your opinion of a teacher who applies such epithets as 'numskull', 'dunce', 'blockhead', etc., to his pupils? Why should teachers never make a remark reflecting upon the parents of a pupil? Under what circumstances do you think it right to inflict corporal punishment? Should such punishment be inflicted privately, or before the school? Why? Why, as a general rule, is it better to administer severe reproof privately than publicly? Why should whips not be kept in sight in the school-room? In what temper and spirit should the teacher inflict punishment?

MORAL TRAINING.—What relation does proper moral training sustain to school-government? How far is the teacher responsible for the moral training of his pupils? What are some of the qualifications essential for success in moral training? What importance do you attach to the purity and integrity of the teacher's own life and conduct?

What is the best method of imparting moral instruction in our schools? How may lessons illustrating and enforcing the duty of obedience, truthfulness, honesty, self-denial, etc., best be given? How often should such lessons occur? What use should be made of the Bible in our schools?

Why should the teacher, in his entire treatment of his pupils, be rigidly honest? What is your opinion of the honesty of the practice of calling only upon the best pupils in public examinations, or of so assorting the questions that no failures may occur? How, in your

opinion, may a public examination be honestly conducted? To what extent do you think a teacher should expose publicly pupils detected in falsehood? What course do you take to cultivate truthfulness in your pupils?

CITIZENSHIP.—What is your opinion of the importance of instructing our youth in their duties and obligations as citizens? How can such instruction best be imparted? How may a deeper reverence for law and rightful authority be cultivated? Why should the sanctity of an oath be impressed upon all? How may the pupils in our common schools best be instructed in American History?

PRIMARY INSTRUCTION.—What mental faculties are first developed? What is the natural order in which the other faculties are developed? In what respects should primary methods of instruction differ from adult methods? Why should primary instruction deal largely with concrete knowledge? Why should we teach little children ideas before the words that represent them? Processes before rules?

What do you understand by 'object lessons'? How may a child be taught on the principles of object-teaching to count and to add numbers? Why should the child's first lessons in geography be given orally rather than from books? Should these lessons relate to the world as a whole, or to facts within the child's observation?

What book-lessons should, as a general rule, be assigned to children under eight years of age? Why should oral instruction be made prominent in teaching young pupils? What lessons should be given orally? What slate-exercises should be daily provided for? Why should drawing receive daily attention?

MANY a teacher of excellent scholarship, and of good ability to control a school, who can manage any unruly boy, fails to win success in teaching, simply from a want of benevolence, of interest in his pupils. He always maintains the attitude of a *master*. He governs well, but he fails to win any kindly interest, to draw from his pupils any token of their love. He *drives*, but he can not *lead*. Discipline must be maintained in school. Whenever a bad boy refuses to obey, he must be compelled to obey. He must obey. He must submit. But this exercise of the master's *authority*, to be successful, must be but rarely exercised.

AN ECHO FROM GERMANY.

To the Editor of the N. Y. Tribune :

SIR:—I have just received, from the author, by the last Bremen steamer, the poem of which I send you the following translation. As an evidence of sympathy with our great struggle, of enthusiastic rejoicing over our success, and of a just comprehension of the deeper political questions which we shall yet, with God's help, solve, I think it has a more than literary value. This must be my apology, in offering for publication a poem privately communicated and containing some personal allusions.

BAYARD TAYLOR.

Cedarcraft, May 9, 1865.

V I C T O R Y .

[To B. T. and M. T., on receiving the news of the capture of Richmond, on Easter Morning.]

RICHMOND fallen! Lo, victorious,
See, at last, the Union stand!
Broken by her blows of thunder
Sinks the vile Rebellion's hand.
Broader light is breaking,
Easter hymns awaking —
Hail the resurrection of a land.

Ye with Titan-force have struggled
For the Highest and the Best;
Hark! the tongues of earth salute ye,
North and South and East and West;
And the Spring is wreathing,
Bud and blossom breathing,
That your war-worn heroes' brows be drest.

Home shall march those gallant soldiers,
(Each a peaceful citizen!)
Lay the harness by, and labor
Freer, stronger, manlier, then:
But in song and story
Long shall live their glory
Who have bled to free their fellow men!

You, my friends, your wound forgetting,
Proudly on the triumph look,
Though in fire and storm of battle
God your hero-brother took.
He, so loved and cherished,
Hath not wholly perished —
Shines his name in Freedom's golden book!

Europe lies in glimmering twilight,
 Half in dawning, half in night —
 But *your* arms uplift the hammers
 Which shall forge her sword aright.
 See! the sparks are burning!
 See the glow returning,
 Soon to bathe her hills in morning light!

Float aloft, thou starry banner!
 In the sunrise float unfurled!
 Lead the holy wars of Freedom
 To release the groaning world!
 Till the Word is spoken —
 Every fetter broken —
 Ancient Wrong from every fortress hurled!

Take my song, O Friends beloved!
 This the truth it would avow —
 That, in yours, THE PEOPLE'S FUTURE
 Lifts its grand, victorious brow!
 O'er the severing Ocean
 Flows a new devotion
 To your banner, Freedom's emblem now!

DR. FATE HERRING.

DO N'T CROWD YOUR PUPILS.

And still they gazed, and still the wonder grew,
 That one small head could carry all he knew.

THERE are two ways of crowding pupils: by urging them to pursue too many branches at a time; or, if they have but few studies, by assigning lessons of too great length. Many teachers are seized with an insane ambition of for ever hurrying classes through the books. If University Arithmetic is taken up, a few months only suffice to find Dr. Blimber and his precious crew spasmodically plowing their way among the roots and rocks of Promiscuous Examples. The senseless man has got it into his head that, because he is to leave at the end of that term, or because the terminus of the school-year is approaching, it will look as though his labors are marked by a proper philosophy and finish, if his successor finds the boys and girls just ready to turn the last leaf.

Now the whole thing is so nonsensical that it is scarcely necessary to spend a moment in discussing its absurdity. And yet, all over the

country, teachers are found following this ruinous system. They are so anxious to have their schools appear advanced, that the tender minds are hurried from the elementary branches before they are rightly grounded in them, and driven by forced marches through the higher studies at an age not competent to grasp their principles. In such treatment there is no discipline, for the simple reason that the intellect is not prepared to investigate the subject-matter brought before it. You might as well expect a mere child to enjoy the glorious pictures of the Louvre. Investing a boy with the cloak of an Agassiz will never make him a naturalist. The ears of the ass will always protrude from the skin of the lion.

In regard to this matter, too, the season should be taken into consideration. As the mercury rises, youthful energy sinks. The same amount of labor that would unduly excite the childish brain in the summer may be performed with ease when the system is invigorated by northern blasts. June is here now with her genial skies. Open the windows, and let the south wind, balmy with roses, cool the fevered brow of the child shut out from the green, sunny joys of valley and woodland. God is daily giving the summer panorama tints of richer beauty; let the dear young hearts rejoice in the prospect.

STERLING.

W. W. D.

WENDELL PHILLIPS ON THE MARTYR PRESIDENT.

THE following passages are extracted from the address of Wendell Phillips, in Tremont Temple, Boston :

"God shows this terrible act to teach the nation, in unmistakable terms, the terrible foe with which it has to deal. But for this fiendish spirit, North and South, which holds up the rebellion, the assassin had never either wished or dared such a deed. This lurid flash only shows us how black and wide the cloud from which it sprang.

"And what of him in whose precious blood this momentous lesson is writ? He sleeps in the blessings of the poor, whose fetters God commissioned him to break. Give prayers and tears to the desolate widow and the fatherless, but count him blessed far above the crowd of his fellow men. [Fervent cries of 'Amen'.] He was permitted himself to deal the last staggering blow which sent rebellion reeling to its grave; and then, holding his darling boy by the hand, to walk

the streets of its surrendered capital, while his ears drank in praise and thanksgiving which bore his name to the throne of God in every form piety and gratitude could invent, and then to seal the sure triumph of the cause he loved with his own blood. He heard the first notes of coming jubilee, and found his name in every one. Who among living men may not envy him? Suppose that when, a boy, he floated on the slow current of the Mississippi, idly gazing at the slave upon its banks, some angel had lifted the curtain, and shown him that in the prime of his manhood he should see this proud empire rocked to its foundation in the effort to break those chains, should himself marshal the hosts of the Almighty in the grandest and holiest war Christendom ever knew, and deal with half-reluctant hand that thunderbolt of justice which would smite that foul system to the dust—then die, leaving a name immortal in the sturdy pride of one race and the undying gratitude of another,—would any credulity, however sanguine, and enthusiasm, however fervid, have enabled him to believe it? Fortunate man! He has lived to do it! [Applause.] God has graciously withheld him from any fatal misstep in the great advance, and withdrawn him at the moment when his star touched its zenith, and the nation needed a sterner hand for the work God gives it to do.

“No matter that, unable to lead and form the nation, he was contented to be only its representative and mouthpiece; no matter that, with prejudices hanging about him, he groped his way very slowly and some times reluctantly forward; let us remember how patient he was of contradiction, how little obstinate in opinion, how willing, like Lord Bacon, ‘to light his torch at every man’s candle’. With the least possible personal hatred, with too little sectional bitterness, often forgetting justice in mercy: tender-hearted to any misery his own eyes saw, and in any deed which needed his actual sanction, if his sympathies had limits, recollect he was human, and that he welcomed light more than most men, was more honest than his fellows, and with a truth to his own convictions such as few politicians achieve. With all his shortcomings, we point proudly to him as the natural growth of democratic institutions. [Applause.] Coming time will put him on that galaxy of Americans which makes our history the day-star of the nations,—Washington, Hamilton, Franklin, Jefferson, and Jay. History will add his name to the bright list, with a more loving claim on our gratitude than either of them. No one of those was called to die for his cause. For him, when the nation needed to be raised to its last dread duty, we were prepared for it by the baptism of his blood.”

PUBLIC LIBRARIES IN EUROPE.

CHANGING the scene from Edinburgh to this magnificent collection of books, I am moved to devote a part of this letter, at least, to the princely accommodations which England makes for all the students of the world who may visit her for purposes of research. There are many noble libraries in Europe; hardly any great capital is destitute of one which in magnitude and value far eclipses the finest collections yet made on our shores. Yet these collections vary so much from each other in working efficiency, that they have only the name of library in common. What a step it is from this British-Museum Library, free to use as the air of heaven, to that of the Vatican, where each book has its own box, in which it remains immured till it perishes of dry rot, unproductive and utterly useless; no hands but those of a chosen few allowed to touch it, no eye allowed to look upon it. Even Paris, so open in other collections to the use of the world, is close in the reserve which it puts upon the imperial library. Berlin does better, so do Dresden and Munich; but none of them compare with the British Museum. You drop a letter of application to the director, state the department in which you wish to prosecute researches, forward under the same cover a banker's note or one from some known man, merely indorsing your good faith, and in two days the card of admission is sure to come. No books are ever taken away; you must read within the library: but this makes you almost certain that every work you need will be found at once.

LIBRARY OF THE BRITISH MUSEUM.—Years ago Washington Irving sketched, in his delightful way, the old reading-room, and pictured the faces and the occupations of the men who were buried in their researches and their book-making. But now the scene is all changed, and that new reading-room, which is far more worth seeing than the house of lords at Westminster, has been reared and is open to the use of a grateful public. Full accounts of this most beautiful and convenient room have been given in our American journals, but not to the extent precluding my own. It is circular, and forms a dome, the span of which is much larger than that of St. Paul's, and even that of the Pantheon at Rome. St. Peter's alone surpasses it. How high it is I can not say; judging by my eye as I sit here, it is thirty-five feet from the floor to the point where the walls begin to arch toward the summit of the dome. From the floor to that summit

can not fall short of a hundred feet. The light is all admitted from the roof.

CONVENIENCES OF THE READING-ROOM.—Now let me try to picture the arrangement of the tables. At the centre of the circle which forms the floor is a hub, so to speak, about twenty feet across, surrounded by a ledge, where the assistant librarians sit and receive the applications for books. Outside of this there are two concentric tables, under which are deposited the great catalogue. These tables are broken at three or four places, so as to allow free passage from the central dais to the main body of the hall. Outside of the exterior of these two ring-like tables the tables for readers begin, and shoot away to the circumference of the room like the spokes of a wheel. At this circumference is the library of reference, containing all such books as maps, dictionaries, and the like, 20,000 in number. The tables for readers are adapted each to sixteen persons, about five feet being reserved to each. You can not see your vis-a-vis, as the table is parted in the middle by a partition, not of a single plank, but hollow and about six inches through. This rises about a yard above the table, and through it the hot air from the furnace is thrown into the room. No other arrangement could possibly have shielded each so well, and so well and so uniformly have warmed all. There are seventeen of these tables, and under each there is a pipe for hot air for the feet. Fastened into this partition and at convenient height is a rack for pens and ink; at the left and at the right of the rack are the most convenient bookholders I have ever seen, which, by an exceedingly effective contrivance, bring whatever large works you may be consulting exactly at the distance and the range which suit you best. In one word, the arrangement is perfect. I do not see a single detail which could be remedied. Your chair is roomy, leather stuffed, and most comfortable. The table is leather-covered and exactly adapted for writing. Paper-cutters and blotters, all the adjuncts of the study, are provided for all. The floor is covered with a preparation resembling leather, and footsteps fall noiselessly upon it. It is a luxury to study here, independent of the vast stores of material in the great library, close by, of half a million volumes.

THE CATALOGUE.—One word as to the catalogue. It is in manuscript, and is kept, as I said, under the ring-like tables which surround the librarian's dais. I hardly dare tell you how large it is. Each volume is of the size of a merchant's ledger: and how many of these huge folios do you think there are? There are eleven hundred and fifty-five! There are a hundred and sixteen devoted to the letter H

alone. Under such words as 'Bible' and 'Shakspeare' there are several thousands of entries. And yet it is so thoroughly systematized that, if you know the full name of an author, you find no difficulty in proceeding. In applying for a book you have to write the number of the shelf where it is to be found, the title, size, place and date of publication. A half an hour's waiting puts the book before you.

Thus much for the reading-room of the British Museum. There are seats for upwards of three hundred students, and they are generally well occupied. One would think there would be more, but I believe the accommodations are equal to the demand. Busy men come and go, and pay no regard to each other and to each other's work. At this moment there are students both on my right and left, each hard at work over their large volumes, but I know not what. I only know that I myself am looking up the whole literature of Syrian and Arabian travel, and my own task alone is what engages me. But let no reader of mine ever come to London and neglect to look in at this British-Museum reading-room. The museum itself, with its magnificent collections in all departments of science and art, he will of course not pass by; but next in interest to the collections of ancient statuary and the autograph letters of England's greatest men, collected under this roof, the most interesting sight of all is the noble reading-room.

MUDIE'S CIRCULATING LIBRARY.—On Oxford street and hard by is Mudie's Circulating Library, itself one of the great sights of London. Mr. Loring is fond of calling himself the 'Boston Mudie', but it is at a vast remove that he stands. Mudie buys up whole editions; in some cases he has engaged 2500 copies of a forthcoming book. It is one of the great questions in publishing, how many copies Mudie will take. For two guineas a year one can take out four volumes at a time and exchange them at pleasure. He does not supply London alone, but clubs all over England. It is one of the greatest private institutions in the world, and has been slowly built up by Mr. Mudie from a little affair in 1842 to its present magnificent proportions in 1865.

I meant to give you some sketches of notable men whom I have seen and met in London, but my letter is full without it, and perhaps quite as well filled. Nothing has interested me more in this city than what I have described in this letter: perhaps, my kind readers, there is nothing fresher on which I could write. So all the greetings, though late in the wishing, of the New Year to you, and God grant that it be happy all its way.

Letter in Springfield Republican.

DESCRIPTIVE GEOGRAPHY.

THIS branch of geography is often neglected by the teacher, and regarded by the scholar as dry and uninteresting, when it might be made the most attractive of studies. How often is a great deal of time spent in memorizing the names of towns, islands, capes, mountains, etc., without a proper acquaintance with the inhabitants, productions and modes of life in those localities: an error as great as it would be to learn the names of historical persons from an index, without learning any thing of their character and achievements. And when the descriptive geography found in text-books is committed to memory, how often is it without a proper understanding of the terms employed. How well I remember my old lessons, and how I used to yawn over the climate, soil and productions of the various divisions of Europe or some other country. One answer, I found, would hit the climate nearly every time — “The climate is mild and salubrious”; though what salubrious meant I had no more idea than a Hottentot, or why some parts of a country should be mild and others cold. It was only after years of study and thought, after school-books were laid aside, on the relations which the contour of the earth and water and their winds and tides sustain to climate, soil and productions, and these again to its inhabitants, that the ‘science of the earth’ became a fascinating study. And there is no reason why geography should ever be ‘dry’. Let the teacher commence with the scholar’s own state and our own Union, and proceed over the world, getting all possible aid from text-books, but vitalizing the knowledge by oral descriptions (to be afterward drawn from each scholar), traveling — as it were — over the globe, viewing its contour, its scenery, and the peculiarities and customs of its inhabitants, and their various forms of government, and the scholar will *know something* of the earth, and (what is better) will long to know more. I have tried this method, and many others have tried it, but only a few of the many who teach geography. Books are being remodeled and written on an improved plan; but books can not contain all, nor adapt instruction to all classes. The teacher must bring the countries under consideration before the pupil: show them the vine-clad hills of France; the fiery Vesuvius; the Chinese wall; the convent of St. Bernard; the gigantic forests of Brazil; the Esquimaux in his hut; the African in his palm-shaded tent; the Norwegian in his snow-shoes; the Arabian on his faithful steed or patient camel. Tell them of rice-growing on the Nile; the

silk manufactures of France; the cotton-fields of Alabama; the iron-works of Sheffield; the copper-mines of Lake Superior; of the rare animals of Australia; the tropical fruits of Africa; or the strange races that inhabit South America. There is not a country or province of which a narrative would not please; and even the islands of the sea—Sandwich, Java, Cyprus, St. Helena, Juan Fernandez,—are they not all laden with interest? Some times a name may be permanently fixed in the memory by giving its origin and signification. Thus, Holland (hollow-land) refers at once to its low situation; Venezuela to the Venice-like villages built out on Lake Maracaybo. Who that know the meaning of Rio de la Plata will forget the silver-mines along its shores? And how much of poetical interest is added to Bab-el-Mandeb and Calcutta by the oriental meaning—‘Gate of Tears’, and ‘Landing-place of the Goddess of Time’; or to Winne-peseogee—‘The smile of the Great Spirit’. With older pupils—if the subject be Spain, tell them of its ancient wars, and its rock defense; if Germany, of the Reformation; if Arabia, of Mohammed and his religion; if India, of the superstitions of the heathen; if Italy, of the Roman Empire, the modern struggles for freedom and independence, and the arts and sciences now cradled in Italia’s lap. Weave history, mythology and travel into a simple story, and from the four-year-old on the low front seat to the full-grown student with bearded cheek, all will listen with breathless eagerness, and will go home to remember and talk of the visions they have had, through a half-opened door, into this great world of truth and beauty. The next day they will prove to you that your time was not lost: they will have something new to tell—“My grandpa sailed to England”; “My ma has a watch made in Geneva”; or “My pa lived in Sweden, and said thus and so of that country and its customs”.

There can be no more effectual way of ‘waking up mind’ than this; and this is, after all, what we teachers are trying to do; and if ‘thought is the friction of ideas’, let us keep these ideas in motion, and thereby awaken that thought which shall be to the mind what the waves are to the ocean, a sure preventive of stagnation. E. M.

It is not work that kills men; it is worry. Work is healthy. You can hardly put more on a man than he can bear. Worry is rust upon the blade. It is not the revolution that destroys the machinery, but the friction. Fear secretes acid, but love and trust are sweet juices.

BROOKER.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

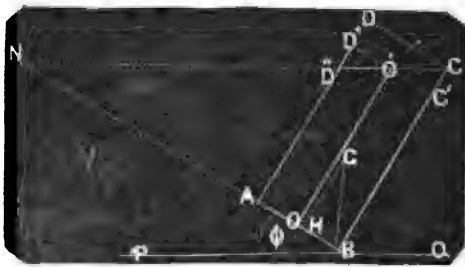
Post-Office Address—"No. 56 Park Avenue, Chicago."

SOLUTIONS.—4. "A given cylindrical vessel, filled with water, is placed with its base upon a horizontal plane. It is required to find the angle of inclination to which the plane must be raised before the vessel will fall, the water being at liberty to overflow its top. The base is supposed to be fixed so as to prevent it from sliding, but not from tipping when the plane is inclined."

History.—This problem was proposed some years ago by Daniel Kirkwood, at present Professor of Mathematics in Indiana State University, and he published it in the *Cambridge Miscellany*, page 168. Another number of the *Miscellany* was never published, and the solution of Prof. K.'s problem was, consequently, not published. Mr. Kirkwood at the time did not succeed in obtaining a definite solution, and in 1860 he communicated the problem to the July number of the second volume of the *Mathematical Monthly*. No solution was published. About three years ago I obtained the following solution, which Prof. K. says is correct. It will be, so far as I can ascertain, the first solution made public. The solution is by no means elementary, though not extremely difficult.

Solution.—For convenience of reference, we will premise the following integrals, which any one with a slight knowledge of the Calculus can easily verify. Taking x between the limits $+r$ and $-r$, we have $\int dx\sqrt{r^2-x^2} = \frac{1}{2}\pi r^2 \dots [1]$; $\int x^2 dx\sqrt{r^2-x^2} = \frac{1}{2}\pi r^4 \dots [2]$; $\int dx(r^2-x^2)^{\frac{3}{2}} = \frac{1}{2}\pi r^4 [3]$. $\pi=3.14159 \dots$ as usual.

We must in the first place find the coördinates of the centre of gravity. The formulæ given by writers on *Statics* for finding the centre of gravity of any solid are (see *Todhunter's Analytical Statics*, Art. 128),—



[It will be seen that our engraver needs to study angles.]

$$\bar{x} = \frac{\iiint x dx dy dz}{\iiint dx dy dz} \dots [4]; \quad \bar{y} = \frac{\iiint y dx dy dz}{\iiint dx dy dz} \dots [5]; \quad \bar{z} = \frac{\iiint z dx dy dz}{\iiint dx dy dz} \dots [6].$$

These integrals are to be taken between the proper limits, which we shall now proceed to ascertain. Let PQ be a horizontal plane, and ABCD a section of the cylindrical vessel (which we shall suppose to be without weight in this solution, though it is easily solved when its weight is taken into consideration), at the point of unstable equilibrium; that is, on the point of upsetting, D'C being the surface of the water.

Let O be the origin of rectangular coördinates, and G the centre of gravity, whose coördinates are \bar{x} , \bar{y} , \bar{z} , as in [4], [5], and [6]. The equation of the cylindrical surface is, r being the radius of the base, $x^2 + y^2 = r^2 \dots [7]$, and $\frac{x}{a} + \frac{y}{b} + \frac{z}{c} = 1 \dots [8]$ will be the equation of the plane D'C, or the surface of the water. The limits of z must be derived from [8], and are 0 and $c\left(1 - \frac{x}{a} - \frac{y}{b}\right) \dots [9]$. The limits of y and z are derived from [7], and are, for y , $+\sqrt{r^2 - x^2}$ and $-\sqrt{r^2 - x^2}$; and for x , $+r$ and $-r$. The $\iiint dx dy dz$ between the above limits is the solid contents of the water, and is evidently equal to the cylinder ABC'D', OO' being the axis of the cylinder, since the part D'O'D' is equal to the part CO'C'. Call that solid V ; then

$$V = \iiint dx dy \left(1 - \frac{x}{a} - \frac{y}{b}\right) = cfdx \left[2\sqrt{r^2 - x^2} \left(1 - \frac{x}{a}\right)\right] = \pi cr^2 \dots [10],$$

between the above limits. We thus see that $c = OO'$. $\iiint dx dy dz =$

$$c \iiint dx dy \left(1 - \frac{x}{a} - \frac{y}{b}\right) = 2cfdx \left(1 - \frac{x}{a}\right) (r^2 - x^2)^{\frac{1}{2}} = -\frac{\pi cr^4}{4a}.$$

$$\iiint y dx dy dz = c \iiint y dx dy \left(1 - \frac{x}{a} - \frac{y}{b}\right) = -\frac{2c}{3b} fdx (r^2 - x^2)^{\frac{3}{2}} = -\frac{\pi cr^4}{4b}.$$

$$\begin{aligned} \iiint z dx dy dz &= \frac{c^2}{2} \iiint dx dy \left(1 - \frac{x}{a} - \frac{y}{b}\right)^2 = \frac{c^2}{2} \iiint dx dy \left(1 - \frac{2x}{a} - \frac{2y}{b} + \frac{2xy}{ab} + \frac{x^2}{a^2} + \frac{y^2}{b^2}\right) \\ &= c^2 fdx \left(\sqrt{r^2 - x^2} - \frac{2x}{a} \sqrt{r^2 - x^2} + \frac{x^2}{a^2} \sqrt{r^2 - x^2} + \frac{1}{3} (r^2 - x^2)^{\frac{3}{2}}\right) \\ &= \frac{\pi c^2 r^4}{2} \left(1 + \frac{r^2}{4a^2} + \frac{r^2}{4b^2}\right). \end{aligned}$$

In integrating we have used the integrals [1], [2], [3], and the limits above pointed out. Those also give $\int x dx \sqrt{r^2 - x^2} = 0$, which we also used. We now have for the coördinates of the centre of gravity

$$G, \quad \bar{x} = -\frac{r^2}{4a} \dots [11], \quad \bar{y} = -\frac{r^2}{4b} \dots [12], \quad \bar{z} = \frac{c}{2} \left(1 + \frac{r^2}{4a^2} + \frac{r^2}{4b^2}\right) \dots [13].$$

\bar{x} and \bar{y} have the negative sign, since the integration shows that they are estimated in the negative direction.

We must now find the value of a and b . For this purpose let $z=0$ in [8]. If we continue the planes $D''C$ and AB , in the directions CD'' and BA , till they intersect, the line of intersection will be where $z=0$. Let N be the point of intersection of the lines $D''C$ and AB , and put $ON=R$. With O as a centre and with the radius R , describe a circle. The equation of this circle will be $x^2+y^2=R^2$...[14], in which x and y will coincide with x and y in $\frac{x}{a}+\frac{y}{b}=1$...[15], where the circumference of the circle intersects the plane AB , of which [15] is the equation. If now we make $y=0$ in [14] and [15], we have from [15] $x=a$, and this value of x in [14] will give $a=\pm R$; and by making $x=0$ in the same equations, we find $b=\pm R$. We will use the negative sign. We must now find R .

Let h be the original height of the water, $=BC$. Let the angle $ABP=\phi$, $=CO'C'$, $=BNC$. We hence see that $ON=OO'\times\cot BNC$, or, $R=c.\cot\phi$...[16]. We now have for the coördinates of the centre of gravity G , $\bar{x}=+\frac{r^2\tan\phi}{4c}$, $\bar{y}=+\frac{r^2\tan\phi}{4c}$, $\bar{z}=\frac{c}{2}\left(1+\frac{r^2\tan^2\phi}{2c^2}\right)$...[17].

The line OH is equal to $\sqrt{(\bar{x}^2+\bar{y}^2)}=\frac{r^2\tan\phi\sqrt{2}}{4c}$...[18]. Now put

$h-c=v$, $=CO'$, $=r\tan\phi$, and $OH=\bar{z}$ (suppose) $=\frac{rv\sqrt{2}}{4c}$, $\bar{z}=\frac{c}{2}\left(1+\frac{v^2}{2c^2}\right)$. But now $\bar{z}=GH$, $HB=OB-OH$, $=r-\bar{z}$, $=$

$r\left(1-\frac{v\sqrt{2}}{4c}\right)$, and the angle $BGH=\phi$. Hence $HB=GH.\tan\phi$, or

$r-\bar{z}=\bar{z}\tan\phi$. From this we have $r\left(1-\frac{v\sqrt{2}}{4c}\right)=\frac{cv}{2r}\left(1+\frac{v^2}{2c^2}\right)$, or,

since $c=h-v$, $r\left(1-\frac{v\sqrt{2}}{4(h-v)}\right)=\frac{v(h-v)}{2r}\left(1+\frac{v^2}{2(h-v)^2}\right)=\frac{v}{4r}\times$

$\left(\frac{2h^2-4hv+3v^2}{(h-v)}\right)$, and $r^2(4h-\frac{4}{\sqrt{2}}v)=2h^2v-4hv^2+3v^3$, and

$3v^3-4hv^2+(2h^2+\frac{4}{\sqrt{2}}r^2)v=4hr^2$...[19]. From this equation v

can be found when r and h are given. To illustrate, let $r=2$, $h=10$;

then $3v^3-40v^2+221.65684v=160$. This equation has one real root,

equal to 0.841, and two imaginary ones. $\tan\phi=\frac{v}{r}=0.4205$, $\phi=$

22° 48'.

DAVID TROWBRIDGE.

Hector, N. Y., March 20, 1885.

PROBLEMS.—13. A stick of timber is 12 inches square at one end, 6 inches at the other end, and 20 feet long. How long a piece must be cut off the smaller end to contain one cubic foot? F. H.

14. A boy buys 30 apples at the rate of 2 for 8 cents, and afterward he buys 30 more at the rate of 3 for 2 cents. He sells the whole of them for 1 cent apiece. Explain how he loses 5 cents in the operation.

15. The area of a plane triangle is 60 acres and $70\frac{1}{2}$ perches; the perpendicular from the vertical angle divides that angle in the ratio of 8 to 4, and the base into two segments differing by 125 perches. Required, the sides of the triangle.

ARTEMAS MARTIN.

[The problems in the May number should have been numbered 11 and 12, in stead of 8 and 9.]

H U R R Y .

FOREIGN visitors speak of the quick movements and the thin, sharp faces of American bankers and financiers. But the reckless haste which perhaps characterizes us as a people is seen in our educational as well as our financial circles. In the latter we mark some good and some evil results, but these we do not propose to discuss. In the process of mental training, to vary an old proverb,—‘if hurry comes in at the door, knowledge goes out at the window’. Most minds develop slowly, if they develop well. A genius like Pascal, who can work out Euclid at the age of eleven and write on Conic Sections at sixteen, is found only here and there. From the age of six years to that of sixteen, an ordinary mind needs all the time commonly given to study to grasp firmly the elements of the different branches of knowledge taught in our schools. Three years longer are surely needed to acquire proficiency in the use of those elements. And then the college or university should teach the scholar the higher paths of learning, and send him forth, not indeed finished, but perfectly furnished, by constant practice of his powers, to take his stand among those who can benefit the world by literary labor. In this way a nation is advanced in the ranks of letters by the ability of her scholars.

But what is the course too often pursued? At six the child goes to school,

“With his satchel,
And shining morning face, creeping like snail,
Unwillingly”;

at twelve he ‘prepares for college’; at fourteen he enters the university; at eighteen he takes his profession; and at twenty-one takes charge of our souls, our bodies, and our quarrels.

The last seven years are surely the most important of all; but for three of these the mind of 'Young America' must be devoted to the chosen profession, so that four years only are, in fact, given for much development. We contend that the fruit of this hurry is to lower the grade of general scholarship. We see one out of twenty distinguished for literary attainments, while in England and Germany a much greater proportion is found. And the difficulty can be remedied only by elevating the entrance-requirements of college and university to correspond. With some six or seven exceptions, our colleges graduate men who stand exactly on a level with the graduates of Eton and Rugby. In stead of the literary training for four or five years which the English boy then gets at Cambridge or Oxford, our boys plunge into the law or medical school. No one can deny that this condition of things lowers our grade in the rank of scholars. The facility with which our learned professions are gained crowds them full. Lawyers without a brief, physicians without patients, clergymen without charges,—the land is full of them. We believe that but for the peculiar circumstances of our land — its wondrous growth and constant change,— this surplus of professional men would be more apparent here than in any other country.

Few realize the value of the years between fifteen and twenty-five for preparation. It is true, the smart boy may do great things in his profession at the age of twenty-one, but he never can leave the mark he might have made if he had waited. He never can go into those deeper channels of thought, where lie the pearls which will bear a value for ever. The mind must have a longer training than we now give it. Money may be made quickly while the flow of petroleum continues, but literary attainments can not be gained without the 'midnight oil'. Now and then a Minerva comes into the literary world, fully armed from birth. But those who are of more human mould must wait to brace their armor on, to learn the use of sword and shield, to study the ways of war. Thus the good soldier is found, and thus the good scholar. Erasmus again and again wished that students would keep in mind a single motto, *Festina lente*. We must heed such advice now in this racing age, or lamentable epitaphs will have to be graven on many stones, for the future to ponder, where otherwise might be inscribed, '*Hic jacet an American scholar*'. For, though it is not described in medical dictionaries, this morbid activity, 'Hurry', is with Americans a chronic disease, and its victims in scholastic walks are innumerable.

American Educational Monthly.

EDITOR'S TABLE.

EDITOR'S CHAIR.

FREEDMEN.—Through the kindness of W. M. Scribner, Esq., we are in receipt of the 'Report of the Board of Education for Freedmen, Department of the Gulf, for the year 1864'. Against the theory that the colored race have not the capacity to receive an education this report is a complete and triumphant argument. It is interesting from the instances of patient labor and heroic determination which it narrates on the part of teachers. We give place to extracts, showing the past educational condition of the colored race, what has been done for their improvement, and foreshadowing what may be accomplished for them in the future.

Colored Schools in New Orleans.—When, in April, 1862, the guns of Farragut transferred the city of New Orleans from rebel to national rule, no such thing as a 'Public School' for colored children was found in the schedule of the conquest. No such thing had ever existed in the Crescent City. Even that portion of the colored population who, for generations, had been wealthy and free, were allowed no public school, although taxed to support the school-system of the city and state. Occasionally a small donation was made from the public fund to a school for orphans, attached to the Colored Orphans' Asylum. The children of the free colored people who were in good circumstances, known as 'Creoles', generally of French or Spanish extraction, when not educated abroad, or at the North, or, from fairness of complexion, by occasional admission to the white schools, were quietly instructed at home, or in a very few private schools of their class. Even these, although not contrary to law, were really under the ban of opinion, but were tolerated, because of the freedom, wealth, respectability and light color of the parents, many of whom were nearly white, and by blood, sympathy, association, slaveholding, and other interests, were allied to the white rather than to the black.

For the poor of the free colored people there was no school. To teach a slave the dangerous arts of reading and writing was a heinous offense, having, in the language of the statute, 'a tendency to excite insubordination among the servile class, and punishable by imprisonment at hard labor for not more than twenty-one years, or by death, at the discretion of the court'.

In the face of all obstacles, a few of the free colored people of the poorer class learned to read and write. Cases of like proficiency were found among the slaves, where some restless bondsman, yearning for the knowledge that, some how, he coupled with liberty, hid himself from public notice, to con over, in secret and laboriously, the magic letters. In other cases, limited teaching of a slave was connived at by a master who might find it convenient for his servant to read. Occasionally the slave was instructed by some devout and sympathizing woman or generous man, who secretly violated law and resisted opinion, for the sake of justice and humanity.

A single attempt had been made to afford instruction, through a school, to the poor of the colored people, by Mrs. Mary D. Brice, of Ohio, a student of Antioch College, who, with her husband, both poor in money, came to New Orleans in

December, 1858, under a sense of duty, to teach colored people. So many and great were the obstacles, that Mrs. Brice was unable to begin her school until September, 1860. At that time she opened a 'school for colored children and adults', at the corner of Franklin and Perdido streets. The popular outcry obliged her to close the school in June, 1861. Subsequently receiving, as she believed, a divine intimation that she would be sustained, Mrs. Brice again opened her school in November following, near the same place; afterward removing to Magnolia street, on account of room. Under Confederate rule, she was repeatedly 'warned' to desist from teaching. The gate-posts in front of her house were covered at night by placards, threatening 'death to nigger-teachers'. When forced to suspend her school, Mrs. Brice stole round at night, especially on dark and rainy nights, the more easily to elude observation, to the houses or resorts of her pupils, and there taught the eager learners, under every disability of mutual poverty, often of sore need, in face of imprisonment, banishment, or possible death. Upon the occupation of the city by our forces, her school was preserved from further molestation, rather by the moral sentiment of the army than by any direct action; for so timid or prejudiced were many of our commanders, that long after that time General Emory sent for the Rev. Thomas Conway, to admonish him not to advocate publicly the opening of schools for colored children, as it would be very dangerous! The school of Mrs. Brice continued to thrive, and subsequently passed under the Board of Education, in whose employ she is now an efficient and honored principal.

The advent of the federal army weakened slavery, and suspended the pains and penalties of its bloody code, and a few private teachers began to appear, in response to the strong desire of the colored people for instruction.

Board of Education for Freedmen.—General Order No. 88, Headquarters, Department of the Gulf, was issued by Major-General Banks, on March 22d, 1864. That order created a 'Board of Education for Freedmen, for the Department of the Gulf, with power to establish common schools, employ teachers, erect school-houses, regulate the course of studies, and have generally the same authority that assessors, supervisors and trustees have in the Northern States, in the matter of establishing and conducting common schools'. The purpose of the order is stated to be 'for the rudimental instruction of the Freedmen of the Department, placing within their reach those elements of knowledge which give greater intelligence and value to labor'.

In spite of a state of war, of the fierce opposition of prejudice or passion, of all obstacles and disabilities, so really vital is this system of instruction, that at the close of the year 1864, after but nine months' existence, the Board of Education was sustaining, in successful operation, 95 schools, with 162 teachers and 9571 pupils—being an average monthly increase of 10 schools, 15 teachers, and 850 pupils. In addition, the number of colored adults of both sexes receiving instruction in night and Sunday schools, under the auspices of the Board, is over 3000.

Difficulties attending the Establishment of Country Schools.—It is scarcely possible to exaggerate the difficulty of establishing these schools in the country parishes. The parish Provost Marshals were directed to seize and turn over to the Board all buildings designated by our agents as essential to the schools, taking care not to incommode or irritate any one beyond the necessities of the case. Cabins, sheds, unused houses, were appropriated, roughly repaired, fitted with a cheap stove for the winter, a window or two for light and air, a teacher sent to the locality, the neighboring children gathered in, and the school started. In some of the parishes, so great was the difficulty of obtaining boarding-places for our teachers—notwithstanding the efforts of agents and Provost Marshals—that a special order or circular letter was published, by which many of the teachers were provided with temporary homes. But it frequently occurs that in a desirable locality for a school it is impossible to obtain boarding for the teachers. In such cases a weather-proof shelter of some kind—very poor at best—is ob-

tained, some simple furniture provided, and a teacher sent who is willing to undergo the privations—often hardships—of boarding herself, in addition to the fatigues of her school. Compelled to live on the coarsest diet of corn-bread and bacon; often no tea, coffee, butter, eggs, or flour; separated by miles of bad roads from the nearest provision-store; refused credit because she is a negro-teacher, unable to pay cash because the government is unavoidably in arrears; subject to the jeers and hatred of her neighbors; cut off from society, with unfrequent and irregular mails; swamped in mud—the school-shed a drip, and her quarters little better; raided occasionally by rebels, her school broken up and herself insulted, banished, or run off to rebelldom; under all this, it is really surprising how some of these brave women manage to live, much more how they are able to render the service they do as teachers.

Despite all the efforts of our agents, the assistance of the Provost Marshals, and the devotion of the teachers, many of these schools would have to be abandoned but for the freedmen themselves. These, fully alive to all that is being done for them, gratefully aid the teachers from their small store, and mount guard against the enemy of the schools, whether he be a rebel, a guerrilla, or a pro-slavery professed unionist skulking behind the oath.

Instances of Privation and Peril.—In a parish some distance from New Orleans, a building was procured, an energetic teacher sent, scholars gathered, and the work begun. The first week brought no report. It came subsequently, as follows: "Arrived. Found a place to live a mile and a half from the school-shed! Dreadful people, dirty and vulgar, but the best I can do. Went about gathering scholars,—have forty. Did well enough till it rained, since then have walked three miles a day, ankle-deep in thick black mud that pulls off my shoes. Nothing to eat but strong pork and sour bread. Insulted for being a 'nigger-teacher'. Can't buy any thing on credit, and have n't a cent of money. The school-shed has no floor, and the rains sweep clean across it, through the places where the windows should be. I have to huddle the children first in one corner and then in another to keep them from drowning or swamping. The Provost Marshal won't help me. Says 'he do n't believe in nigger-teachers—did n't 'list to help them'. The children come, rain or shine, plunging through the mud—some of them as far as I do. Pretty pictures they are. What shall I do? If it will ever stop raining, I can get along."

Who ever has attempted to march through the adhesive mud of this delta, under a Louisiana rain-storm, will realize the accuracy of that report. It is one of a score.

Another class of obstacles is fairly indicated by the following extract from the report of a country teacher: "I have, in vain, attempted to form a night-school. I never dared take more than two pupils, because some of the officers are so opposed to the instruction of negroes. One used to let his dogs loose after supper to bite the night-scholars, till I told him I would kill them if they bit my pupils. A great many would come to night-school, only they are afraid."

Raids.—A Provost Marshal reported a large number of children in one locality in his parish, but no school, and very little possibility of establishing one, owing to the hostility of the residents and the proximity of the rebels.

We resolved to try it. A young lady born in Louisiana, late of slaveholding associations, agreed to attempt the opening of the school. She managed to locate herself in the district, and then began her missionary visits to collect the children, alone, on foot, through mud and dust, rain and heat, to the several plantations. She succeeded in assembling seventy scholars, in spite of the usual protests of opposers, that they were either under or over the age. Her school flourished until, by a sudden irruption of rebels, the small Federal force was captured or expelled, the post robbed, one of our best men killed, the school scattered, and the teacher driven to New Orleans. She reported to the Board and was offered a situation in the city. "Oh no," said she, with spirit, "I can't lose my little children. I'm going back with the flag." The flag went, and the

teacher with it. At the last account she had reassembled sixty of her pupils, and was doing well.

In another instance, a school had been established by consent of the manager, upon the plantation of a gentleman of northern extraction, said to be a Unionist, but who, to some extent, is an absentee proprietor. Upon his return he complained of the school, and demanded its removal. By a singular coincidence in time with this demand, the rebels visited the plantation. The principal of the school, a brave woman, who has lived all her life in New Orleans, states with positiveness, of her own knowledge, that the rebels, upon the occasion of their visit, were hospitably entertained by the planter, possibly in conformity with the Christian injunction, 'love thine enemies'. They came to the school, warning the teachers to desist from 'nigger-teaching', and were about to enforce their warning. The teacher defied and shamed them, so that they left. On a day or two following they returned, broke up the school, borrowed a buggy, captured the teachers, and prepared to leave with them to Dixie, amid the clapping of hands and general acclamation of the lady spectators. The more timid of the two teachers was alarmed and distressed, but the Principal chided her companion for her fears, and vented her scorn and hatred of the cowardly ruffians in no measured terms. Laughing at her spirit, they ordered the girls into the buggy and set out, a black man driving, and a Confederate Captain and Lieutenant riding on either side of the vehicle. The colored people were greatly agitated at the prospect of the rebels' taking their teachers, and gladly obeyed the Principal's injunction to 'ring the bell' and alarm our pickets. The sympathizing and vigilant Africans had already sent a messenger to the pickets, but he was stopped and ordered back by some body. Many threats were made by the rebel officers against the negro driver for his tardy pace, which he could not be induced to hasten. When some miles on the way, and nearing the rebel pickets, the brave girl, who never lost her presence of mind, seeing the case hopeless and rescue impossible except by delay, and happening to observe a weak spot in the harness, snatched the lines from the driver's hands and struck the horse smartly. His sudden start broke the harness. During the delay and the hard swearing of the rebel officers, our pickets came up with the party, the rebels escaping. The teachers were restored, the school removed from the domain of the loyal planter to a confiscated plantation near by, where it has since been raided and broken up, possibly by the same influence. The teachers aver, and can not be convinced to the contrary, that the rebels raided the school and captured them by collusion with the planter, whose hostility to negro education, and to the policy of progress, may have induced him to outstep the easy barrier of *quasi* loyalty.

While the teachers in the city and towns are not subject to the same sort of annoyance and outrage, they are still the objects of scorn and vituperation from many of their early friends, who refuse to recognize them on the street, and place them under the social ban for accepting the new order of things.

The pay of the teachers is sixty dollars per month, varying to seventy dollars, and as low as fifty dollars, in exceptional cases of more or less capacity and merit.

In our efforts now making to lift up and strengthen the schools in their educational character, we are some times driven to the displacement or rejection of worthy men and women, who have every claim upon us for continuance or acceptance, but the essential one of being equal to the rising demands of the schools. In such cases, there is nothing left for us to do but regard as paramount the educational interests committed to our hands.

Employment of Southern Women.—The cases cited and many others have seemed to justify the Board in the adoption of the policy expressed in a previous report, and since adhered to — that of employing, not exclusively, but mainly, Southern women as teachers. They understand the negro. They have a competent knowledge of the people. Their Southern origin and education fit them to combat the prejudices of their former friends and associates against negro education. If these women are willing to forego the hatred of race, the hostility of caste, the prejudice of education; if they are ready to bear the jeers and con-

tempt of friends and kindred, and the practical exclusion from circles that hitherto have received them gladly, surely they are entitled to the first consideration. Therefore, of the one hundred and sixty-two teachers in the employment of the Board, in December last, one hundred and thirty are of Southern origin, thirty-two from the West and North. It has been our aim to select the most capable and worthy, but we have not been unmindful of those whose loyal antecedents and consequent suffering from the rebellion entitle them to sympathy and aid. Whenever colored teachers, with the requisite ability, have presented themselves, we have made no distinction whatever.

Cost of Instruction.—The average monthly expense of instructing each pupil is one dollar and a half, or eighteen dollars a year. It may be safely questioned if so great an advantage and so speedy a return was ever before realized by any people, from a like outlay. It is as great to the white as to the black. If this liberated population is to remain among us, as they surely will, by their right, and our need, then it is the interest of the state, and of society, that they should not be kept in ignorance, to swell the vice and pauperism that are the turbid issue of that stagnant pool.

Characteristics of the Pupils.—The pupils, as a class, are orderly, industrious, and easily governed. They are exceedingly grateful for any interest and kindness shown to them. It is the testimony of our teachers who have taught in both white and colored schools, that these children do not suffer in comparison with the white in the activity of the most of their faculties, and in the acquisition of knowledge. They are quick-witted, excelling in those branches that exercise the perceptive and imitative powers and the memory, while they are slower in arithmetic, and in studies that tax the reasoning power—probably from a hereditary dormancy of those faculties under the long night and cruel weight of slavery.

A marked characteristic of these children is their genuine delight in learning, and the heartiness with which they repeat their exercises. Music is the natural expression for their spirits; the song never flags for want of voices. Some of their own irregular and plaintive melodies fall from their lips with a strange, deep pathos. They are also natural actors and natural orators. They read and declaim with ease, and just expression. They are quick in responding to the pathetic, as they are keen in discerning the ludicrous. Recently, we had twenty-four hundred of them in 'Howe's Circus' at one time. Four-fifths of them had never seen any such thing. Some of the performers said, afterward, that they never had a more appreciative audience—one that seemed to know, by intuition, where the laugh should come in, and where the applause. One of the clowns ventured upon a stale joke about 'rain from the surrounding black clouds', but it fell heavily and almost in silence at the feet of an audience just realizing that they have a natural right to be black without reproach.

Another habitude of these colored children is their care of books and school-furniture. There is an absence of that Young-America lawlessness so common on Caucasian play-grounds. The walls and fences about the colored schools are not defaced, either by violence or vulgar scratching. They do not whittle or ply the jack-knife at the expense of desks and benches. It may also be said that the imagination of these juveniles is generally incorrupt and pure, and from the two most prevailing and disgusting vices of school-children, profanity and obscenity, they are singularly free.

Influence of the Schools.—The beneficial influence of these schools is not limited to the pupils. The children go from the school-room to their homes as instructors. One of the immediate and visible results is upon the colored adult and his household, in the increase of family respect, the promotion of cleanliness and thrift, and generally and in equal degree in those good effects that like influences have produced upon the population of other races.

Another almost immediate and marked influence of these schools is seen upon

the white people in the lessening prejudice, and in the reluctant admission of the African's ability to learn, and his consequent fitness for places in the world from which we have hitherto excluded him. The following extract from the report of a teacher in one of the parishes where we have heretofore had much resistance to the schools may serve to illustrate this statement. It is the more conclusive, as the teacher is himself an educated colored man from the State of Maine:

"Every thing works harmoniously now. Even the small planters (Spanish) are giving in their adhesion to the present disposition of affairs, going so far, in some cases, as to ask admittance into this school. I have now some half-dozen of the small planters who come to my night-school, where they recite on the same benches with the freedmen. This I consider progress."

Sooner or later, from these influences alone, must come the full recognition of the colored man.

The children are taught exclusively in English. Bound by the strong ligament of a common tongue, they will never foster the subtle enmity to natural unity that lurks in diversity of speech. w.

MAINE.—We have just received the Eleventh Annual Report of the Superintendent of Public Instruction. We copy from the report the following statistics:

Population of the State in 1860.....	628,300
Valuation of the State in 1860.....	\$164,714,168
Number of children between four and twenty-one years.....	235,249
Average attendance for the year.....	107,407
Ratio of attendance to whole number of scholars.....	46
Sum of the average length of schools of winter and summer in weeks.....	90.8
Average wages of male teachers per month, besides board.....	\$23.29
Average wages of female teachers per week, besides board.....	2.13
School money raised by taxation.....	426,904.06
Average amount raised per scholar.....	1.81
Aggregate expenditure for school purposes.....	887,100.72

From a somewhat careful examination of the report, it seems to us that the friends of education in Maine have plenty of work to do. They have established one normal school during the past year and have appropriations for another. These will prove valuable auxiliaries. Mr. Edward P. Weston, who has been Superintendent for four years, has resigned his position, and the place has been filled by the appointment of Mr. A. P. Stone from the Portland High School. Mr. Stone had been for a number of years in the High School at Plymouth, Mass.; and has written for the *Teacher* over the signature A.P.S. We know that he is a 'right good fellow', as well as an earnest and successful teacher. We wish him all success in the efforts which he will doubtless make to raise the pay of the school-teachers of the state above that of the day-laborer in the field or the kitchen.

LINCOLN NATIONAL MONUMENT.—We take great pleasure in calling the attention of teachers and educational men to the circular of the Hon. Superintendent of Instruction, published in this number of the *Teacher*. No patriot can for one moment fail to feel an interest in the Lincoln Monument. And as the cause of education is so bound up with the cause of country that neither can be promoted in the highest sense without the advancement of the other, it becomes doubly imperative upon every friend of schools to do all he can to keep green the memory of Abraham Lincoln.

SANBORN TENNEY, the author of 'Geology for Teachers', etc., has been appointed Professor of Natural History in Vassar Female College.

MARYLAND.—With the adoption of a constitution making Maryland a free state all the educational interests in the state have received a great impulse. The School Journal is working vigorously for the good cause,—to make the common schools what they ought to be. We are sorry to see that, by the new school-law, the Bible is excluded from the school-room.

THE KANSAS EDUCATIONAL JOURNAL is an enterprising monthly published at Leavenworth, under the direction of the State Teachers' Association, and edited by H. D. McCarty and twelve associates. We wish it every success, and the highest usefulness. We are and shall be very glad to see any of our own articles reprinted in the *Journal*: but shall we be considered unreasonable if we expect to receive credit for the same? "A poor thing," says Touchstone, "but mine own."

UNIVERSITY OF MICHIGAN.—CATALOGUE FOR 1865.—This institution has risen to the highest place among the higher seminaries of learning in our country, in point of numbers. The present catalogue gives the number in the various departments as follows:

Department of Literature, Science, and Arts.....	279
" Medicine and Surgery.....	414
" Law.....	260
Total in the University	953

It is a cheering indication of the intelligence and progress of our sister state that she has reared an institution of such magnitude in a little more than twenty years of time. Would that all the donations so generously made by Congress for the building and endowment of State Universities had been so well husbanded as this to the State of Michigan seems to have been!

The Faculties number twenty-nine professors and assistants.

THE BOYS in our absence last month did the editorial with some freedom. Of course we were becomingly incensed at the 'rammaging' of the drawer (where it seems they found several things that we knew nothing of), and have threatened that if they do it twice or thrice more, and do it as well, we shall put the job upon them as a permanency. The youngsters are exhibiting a very proper degree of contrition, and we have good hopes of them.

THE PROPERTY OF HARVARD COLLEGE.—Exclusive of buildings, grounds, libraries, etc., which have no pecuniary value assigned to them, the property is classed as follows:

Funds appropriated to the academic department.....	\$278,409 14
Scholarships.....	184,248 31
Professorship funds, etc	380,658 77
Library funds.....	39,506 60
Law-school funds.....	23,943 63
Observatory funds.....	112,638 21
Theological-school funds.....	117,685 20
Lawrence scientific-school funds.....	176,037 17
Medical-school funds.....	38,069 99
Miscellaneous special funds.....	542,011 40
Funds in trust for purposes not connected with the College.....	19,881 72
Total property in funds	\$1,772,076 23

American Educational Monthly.

NEW YORK AGRICULTURAL COLLEGE.—Mr. Cornell, of Ithaca, N. Y., has offered to the state five hundred thousand dollars to endow a university at Ithaca, requiring the government to give in addition only the land-fund apportioned by Congress for the endowment of agricultural colleges. The offer has been accepted.

MICHIGAN JOURNAL OF EDUCATION.—At the last meeting of the State Teachers' Association the following resolutions were adopted:

Resolved, That we deem it the interest and duty of this Association to establish at the earliest practicable day an Educational Periodical to be the organ of the Association and of the educational department of the state.

Resolved, That a committee of five be appointed with powers to establish such an organ whenever and in whatever form they shall find expedient.

Resolved, That this committee be instructed to address a circular to leading teachers and school-officers of the state, to determine whether such periodical may be established by the first of January next, but that the committee be not empowered to pledge the credit of the Association for such publication.

On account of the unsettled state of our national affairs and the fluctuations in prices, the Committee thought it not best to begin the publication of the Journal at the time mentioned in the resolutions; but now that the insurgents have been defeated and captured, the rebellion effectually crushed, and the establishment of peace and the consequent return of prosperity fully assured, it is thought that the time has fully come when the enterprise may be safely commenced; and this circular is issued to the Teachers of Michigan for the purpose of ascertaining their opinions in regard to the expediency of beginning the publication of a State Educational Journal on the first of October, 1865.

It now rests with the teachers throughout the state to determine whether this long-neglected work shall be commenced.

If it shall appear there is a general desire to have an Educational Periodical, the public may look for the reappearance of the Journal at the time above mentioned.

Communications may be directed to the Chairman of the Committee at Niles.

WILLIAM H. PAYNE, A. S. WELCH, E. O. HAVEN, JOHN M. GREGORY, O. HOSFORD.	} Committee.
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NILES, MAY 6, 1865.

NATIONAL ASSOCIATION.—By a letter just received from the President, Prof. S. S. Greene, we learn that the place of holding the next meeting of the Association is not determined. It was thought that it would be held in Harrisburg, but the disbanding of the army during the month of August will throw such a tide of travel through that city that it will be impossible to furnish accommodation to the delegates.

W.

OUR ADVERTISING PAGES.—We call attention to the following additional advertisements in the *Teacher*:

George and O. W. Sherwood, 118 Lake street, Chicago, are ready to furnish all manner of school-houses in all manner of ways. This is an active and enterprising firm, determined to be outdone by none in their line.

J. B. Lippincott & Co., Philadelphia, offer a number of standard works of high value and great popularity.

E. H. Butler & Co., Philadelphia, keep making Mitchell's Geography, Goodrich's History, etc. These books have been long before the public, and the sales do not seem to diminish.

J. J. Parsons, of Indianapolis, is ready to furnish Perce's Magnetic Globe, which the public will find quite attractive.

Henry M. Sherwood is also in the furniture line, and shows every indication of being able and willing to do the right thing.

Andrews & Bigelow, a new firm in the school-furnishing business, have an announcement this month, which all interested will do well to consult.

In the last *Teacher* the number of pupils in the Model School at the Normal University was stated to be 210; it should be 270. The whole number in attendance at the University is 440.

LOCAL INTELLIGENCE.

LINCOLN TREE.—On Sabbath morning, May 14th, being just a month after the assassination of the President, a memorial tree was set directly in front of the University building, in the presence of the students of the University and the citizens of Normal. After the tree had been set in place by the members of the graduating class of the Normal School, religious services were held around it. The exercises were singing,

"From all that dwell below the skies";

Prayer by Deacon Brainard Smith; reading of Scriptures by President Edwards; singing,

"Oppression shall not always reign";

brief addresses by Professors Hewett and Metcalf; prayer, and after the singing of 'America', benediction by Rev. Mr. Dunn. The morning was fine, and the exercises impressive. The tree planted is a beautiful Norway spruce of considerable size.

KNOX COUNTY TEACHERS' ASSOCIATION was held at Oneida, April 5th, 6th, 7th and 8th, 1865. Wednesday, the first day, was spent in the examination of teachers by the County Superintendent. Thirty were examined, ten receiving first-grade, and twenty second-grade certificates.

Thursday at 10 o'clock A.M., the Association was called to order by the President. Religious exercises were conducted by Rev. J. B. Conyers, of Oneida.

Report of Executive Committee, presenting a programme of exercises, accepted and approved.

J. Tompkins appointed Treasurer *pro tem*.

Pres. J. T. Dickinson then read his address. It was a brief but clear exposition of the necessary qualifications of a successful teacher.

Numeration and various systems of Notation were discussed at some length.

Two o'clock P.M.—Miss F. L. Simpson introduced a class in Geography, from her school at Wataga.

Discussion—'To what extent should the language of the text-book be committed to memory?'

Evening Session—Baptist Church.

J. H. Knapp, the County Superintendent, read a report which, besides many valuable suggestions to teachers, embraced the statistics of the condition of the Public Schools of the county for the year commencing October 1st, 1863, and ending October 1st, 1864.

The County Superintendent has spent 200 days in visiting 800 schools.

Address by Rev. C. P. West, subject: 'Education; the Useful, and the Useless.'

Second day, 9 o'clock.—The Association was called so order by C. P. West.

Normal class in 'Reading' by Miss H. Crippen.

Discussion—Subject: 'Emulation as an Incentive Effort.'

G. Churchill conducted an exercise in 'Compound Proportion'.

2 o'clock P.M.—B. P. Marsh introduced a class in Grammar from his school.

Essay—By Sara M. Barnes; subject: 'Primary Teaching.'

Discussion on 'Emulation' renewed.

Exercise in Algebra by J. B. Roberts.

Discussion on 'Committing to Memory' renewed. Rev. Mr. Lewis advocated memorizing the text-book. It should be done to a much greater extent than is usual in our schools. All in professional life often have occasion to quote authorities. The lawyer must quote his Blackstone, the physician his prescription book, and the minister his Bible. Great interests may some times hang upon absolute accuracy in a quotation. The memory should be trained in school with this in view.

H. E. Hitchcock—Education has two ends in view: one, the acquiring of information; the other, the cultivation of correct mental habits. The latter is the more important. The memory may be trained to retain words, or to retain ideas. The latter is by far the more important. The lawyer and minister, it is true, must quote words accurately; but this is a part of their professional training. The best discipline for the mind is that which enables it to grasp ideas readily, appropriate them, and then give utterance to them. The range of intellectual research must be very limited to him who attempts to memorize every thing he wishes to learn. Life is too short to admit of one's plodding through science and literature in that way. It is doubtless profitable to commit to memory the language of good authors to a limited extent.

Pres. Edwards, of the Normal, who had entered the room just before Prof. Hitchcock arose, was called out.

There were two extremes to this question, either of which it is wisdom to avoid. A prominent educator of this state had said that all traditional learning was comparatively valueless. This, perhaps, expresses one extreme. Words are the indispensable tools of the mind: and all words are traditional. Ideas are the materials. A knowledge of the use of the tools and possession of the materials must go together; yet if one spent all his life in learning words, he feared he would be found very deficient in materials. Ideas are of the first importance. If the idea is firmly grasped the words will be likely to come; and it matters little whether they happen to have been used in the same way by some one else or not.

Give the pupil models, and then require him to do the work himself

Wheatley defines eloquence as 'the natural expression of one's own thoughts', and he would not permit his students to commit to memory the thoughts of other men, for the purposes even of declamation. This was going a step too far, though perhaps in the right direction. Pres. Edwards concluded by saying that Prof. Hitchcock had nearly expressed his own ideas on the subject. He agreed with him in the general principles, though it was difficult in practice to define the exact golden mean between the two extremes.

Evening Session—Baptist Church.—The evening was occupied with an address, and remarks by Pres. Edwards, who held the crowded audience in the closest attention for an hour and a half. The subject of the address was: 'The Influence of teaching upon the character of the teacher; or, The teacher may be a man.'

Pres. Edwards gave a talk of about twenty minutes on the philosophy of recitation, which was listened to with great interest and profit. A hearty vote of thanks was tendered to Pres. Edwards for his address; the whole audience voting by rising to their feet.

Saturday, 9 o'clock.—Devotional exercises by Geo. Churchill. A. J. Thomson being absent, B. P. Marsh was invited to conduct an exercise in Arithmetic.

At 10 o'clock a dispatch was read announcing the surrender of Lee, and although, as since learned, it was a few hours premature, it was received with great applause.

L. Y. Hays introduced a class from his school at Altona, and conducted an exercise in reading and vocal culture.

Miss M. A. West, in place of an object lesson, presented the claims of the forthcoming Sanitary Fair at Chicago, and made a very earnest and effective little speech in behalf of the soldiers.

Geo. Churchill presented the subject of 'Alligation'.

H. E. Hitchcock presented the following report in behalf of the committee on resolutions: report accepted and adopted:

1. *Resolved*, That while we look well to the mental development of our scholars, we carefully guard all the avenues to their hearts.

2. *Resolved*, That we are not in sympathy with those who would discard the study of the higher English branches, or the Greek and Latin Classics, as not practical, for we believe them almost indispensable to the proper development of the mind.

3. *Resolved*, That while we most earnestly condemn the doctrine that all 'traditional knowledge should be ignored', we at the same time as earnestly disapprove the method of confining the pupil to the words of the authors, and, in the language of olden times, say '*Medio tutissimus ibis.*'

4. *Resolved*, That as we have expressed our sympathy with our country in her hours of gloom, so now, in her hours of glorious triumph, we rejoice with her with joy unspeakable, rendering thanks to the God of battles who hath given us the victory, and to the brave men to whom, under heaven, we owe the triumph of this hour; and that we solemnly pledge ourselves to do all in our power to lessen the sufferings they have endured for us.

The whole number of members present was — ladies 118; gentlemen 25.

J. B. ROBERTS, Secretary.

CHICAGO.—By the operation of the new charter, the old Board of Education have vacated their seats, and their successors, one from each ward, have been inducted into office. On the new Board are a few men who have served in that capacity before, but the number is chiefly made up of new members. Among the latter are Geo. C. Clark, Esq., formerly a teacher in the Chicago High School, and D. S. Wentworth, Esq., for many years Principal of the Scammon School, and known throughout the state as a most earnest and efficient laborer for the cause of education. The Board is made up of men of the right stamp, and under their management there is promise of many needed improvements for the schools of the city, which we hope to see fulfilled. In many instances the wonder is, not that the teachers can *teach* their pupils, but that they can *keep* them, especially in any kind of order. Think of from 150 to 180 pupils under the care of a single teacher, and the whole subject of education is pretty thoroughly robbed of its poetry.

Superintendent Pickard has been reëlected for the next year, and as an evidence that the Board appreciate merit and are disposed to encourage faithful effort, his salary has been raised to \$3,000. w.

HANCOCK COUNTY TEACHERS' INSTITUTE convened at La Harpe, Monday, April 17th, and closed its semi-annual session Friday evening, April 21st, 1865. Notwithstanding the inclemency of the weather, there were present fifty-six teachers, who participated in the exercises, and others who occupied side seats as spectators. The towns of the county represented by their teachers at this convention are Warsaw, La Harpe, Fountain Green, Webster, Dallas, Appanoose, Nauvoo, Sonora, St. Mary's, and Sylvan Dale; also Blandinville and Tennessee, McDonough county. Drill exercise in the various branches taught in our public schools, and discussions of the several subjects pertaining to their success, occupied the time each day.

Few teachers present at this session of our County Institute will care soon to forget the particularly pleasant meeting at La Harpe.

It is a fact meriting the attention of all friends of education that the 'profession' is 'looking up'. When fifty-six teachers of Hancock county (and the larger number ladies) manifest such respect for themselves and their work as is indicated by their presence at these semi-annual conventions, there is an assurance that in doing all they can they will be doing well. It is a trite but nevertheless true remark that no 'live teacher' can afford to absent himself from such meetings.

The attention of all directors and patrons of schools is respectfully invited to the generous example of the board of education of the Warsaw public schools in allowing their teachers the first week of the summer term to attend the County Institute.

In conclusion a prayer was offered by the Rev. Mr. Armstrong, and the doxology sung by the congregation. The Institute was then adjourned to meet the last week of August, 1865.

NOTICES OF BOOKS, ETC.

AMENDED SCHOOL LAWS OF ILLINOIS, WITH OFFICIAL DECISIONS. By Newton Bateman, Superintendent of Public Instruction. 1866.

This volume will be found very useful to all interested in the free schools of our state. The School Law, although simple as compared with that of some states, is yet so varied in its details, and the opportunities for mistake by persons not very familiar with legal matters are so numerous, that a book of this kind, containing the law and explanations of it, seems absolutely necessary. Our educational jurisprudence is as yet quite incomplete, and every judicious compilation like the present is a help in fashioning it into a symmetrical whole. For the preparation of such a work Mr. Bateman is certainly eminently qualified in all respects,—by natural endowments, by culture, and by a long and successful experience as a teacher and an educational officer at the head of the school system of a great state. A careful study of the book by teachers and school officers will prevent innumerable vexatious blunders, save many dollars, and prevent much of that bitter wrangling so fatal to the success of any school. Let it be universally distributed over the state.

FELTER'S ARITHMETICAL ANALYSIS, No. 2. By S. A. Felter, A.M., Author of *Primary Arithmetic*, etc. New York: Charles Scribner. Pp. 417.

We have received the above book through the kindness of Hiram Hadley, Esq., Richmond, Indiana, general agent for the publisher.

After a brief review of the ground passed over in *Analysis No. 1*, this work proceeds with an application of the strictly analytic method to the higher rules of the science. On a careful examination of the book, the thoroughness and at the same time simplicity of method which characterize it throughout are especially apparent. The student must not only comprehend the principles presented, but he must thoroughly master them by furnishing original illustrations. Copious, well selected, practical examples are given in application of each rule. The plan of the work is such as to frequently call out the pupil's knowledge of previous methods, thus serving as a perpetual review.

In the arrangement, the author has adopted a plan which, though not strictly logical, he claims to be simple and natural, and one which we are sure will easily introduce the student to the different steps in the science. The series of arithmetics of which this is one has many excellences which make it worthy a careful examination by teachers and educators.

W.

OFFICIAL DEPARTMENT.

NATIONAL LINCOLN MONUMENT.

OFFICE STATE SUPERINTENDENT PUBLIC INSTRUCTION, ILLINOIS, }
Springfield, May 16, 1866.

TO STATE SUPERINTENDENTS, OFFICERS, TEACHERS AND PUPILS OF THE PUBLIC SCHOOLS IN THE UNITED STATES:

At a meeting of the NATIONAL LINCOLN MONUMENT ASSOCIATION, held in the City of Springfield, Illinois, on the 9th inst., it was unanimously resolved that the Teachers and Pupils of the Public Schools in the United States be cordially invited and earnestly requested to participate in the movement now on foot to erect in this city a National Monument to the memory of ABRAHAM LINCOLN, late President of the United States; and that donations and contributions be made for that object, on the first Tuesday in June, 1866, or so soon thereafter as practicable, by all the Public Schools of the country: and at a meeting of the Association held on the 11th inst., the undersigned was authorized and directed, as Superintendent of Public Instruction, to take the necessary steps to carry into effect the foregoing resolution, and to communicate the views and wishes of the Association to those connected with Public Education throughout the Union.

In pursuance of the foregoing resolution and instructions, and in accordance with the promptings of my own feelings, which are in warmest sympathy with the purpose of the Association, I would, in this manner, respectfully solicit the attention and active coöperation of all State, County and City Superintendents of Schools, Boards of Education, School Officers, Principals, Teachers and Pupils, connected with the Public Schools throughout the Union, in furtherance of this patriotic enterprise.

Let an opportunity be given, on the sixth (6th) day of June next, or on the earliest practicable day thereafter, to every teacher and scholar in the public schools of the United States to testify, by a free-will offering of such sum as the heart may prompt and ability permit, their loving remembrance of Abraham Lincoln.

The honor of the State of Illinois is pledged for the faithful application of every dollar contributed to this sacred fund, in accordance with the wishes of the donors. His Excellency Richard J. Oglesby, the Governor of the State, is President of the Association; Hon. James H. Beveridge, State Treasurer, is the Treasurer of the Association; and the other state officers are members. The other corporators are among the most distinguished citizens of the state. In addition to this, the Association is a corporate body, having organized in strict conformity with the forms of law, and the Treasurer is under adequate bonds for the faithful discharge of his duties.

These particulars are given because all who contribute have a right to know to whom the money is paid, and what are the guarantees that it will be appropriated with scrupulous fidelity and honor.

All contributions should be forwarded to Hon. James H. Beveridge, Treasurer National Lincoln Monument Association, Springfield, Illinois, who will immediately acknowledge receipt. All sums, from the largest to the smallest, will be accepted and duly acknowledged. Remittances may be made by letter, draft, or otherwise, at the option of the donor.

Any person may become an honorary member of the Association by the payment of ten dollars to its funds, which will entitle him to an appropriate certificate of such membership.

The schools of each state, county, city, etc., may, if desired, procure and forward a suitable block of marble, granite, or other durable material, which, if approved by the builders, will be placed in the Monument with appropriate inscription, showing whence it came and by whom contributed.

It will be pleasant to know, in after years, what part was taken by the schools of each state, county, city, etc., in this memorial work of love and duty. To this end it is requested that city superintendents of schools, principals, teachers, and all local school authorities, keep a record of their contributions and report the same to the County Superintendents of Schools, or other proper county school officers, and that they report to the State Superintendents of their respective states, and they to the undersigned, who will see that due credit is given in the official records of the Association, and that proper recognition is furnished, under the seal of the Association, by certificate, diploma, or otherwise. County Superintendents of Illinois will report directly to the undersigned. It is hoped that this suggestion will meet with favor, and be generally carried out.

It is impossible in this circular to do more than merely to indicate, in general terms, the plans and wishes of the Association, leaving details to the discretion of those who are charged with the execution of the work. Will not all State and County Superintendents see that proper steps are taken to have collections made on the day specified, or as soon thereafter as may be, and to secure the active interest and cordial effort of all teachers, pupils, and friends of common schools within their respective jurisdictions?

It is not forgotten that other monumental or memorial enterprises have been or will be inaugurated, in different parts of the country, in honor of the illustrious dead. God speed them, every one; they evince the universality of the nation's homage to the exalted worth of the murdered President, and are therefore warmly appreciated by this Association, which desires for them all the most complete success. But it must be obvious to all that there can properly be but *one National Monument*, and that it should be reared over the actual resting-place of the sacred dust of Lincoln. This Monument it is the purpose of this Association to build, and beneath it will repose, till the morning of the resurrection, all that is mortal of Abraham Lincoln. While recognizing and rejoicing in the movements elsewhere to embody the nation's love and reverence by Memorial Arch and Institute, Statue, Obelisk, and Cenotaph, we yet deem it fit and proper to ask the whole nation to participate in the erection of the one grand structure which is, for all time, to mark the spot where *lies the body of Abraham Lincoln*.

Trusting in the lively sympathy of the special class to whom this circular is addressed in the object of the Association, its interests are respectfully committed to them, with the earnest hope that they will at once institute such measures in its behalf as they may deem expedient, and that they will embark in the enterprise with zeal and determination commensurate with its solemn dignity and magnitude.

It seems especially fit that the *Public Schools* of the Union should bear an honorable part in this grand demonstration of respect to the memory of Mr. Lincoln. He was emphatically the *Friend of the People*, from whom he rose, and among whom was his own early lowly home. And it is for the people, not for a class or caste, not for a privileged few, but for the toiling millions, for the whole people, that common schools exist in the United States. They are the People's Colleges, a prime necessity of a republican government: and, as Mr. Lincoln once said to the writer, "The mightiest enemy on earth to despotism and tyrannies of every name." At another time, after his first election to the Presidency, he said to me: "Look well to the public schools, they can do more than I for the safety of the Union."

It is to do honor to the grave and memory of such a man that we appeal to the public schools of the nation. A man of the people, who loved them *as men*, with a patriot's earnest, unselfish, yearning love; not with the hollow friendship of the demagogue, but because he recognized in them all the image of God, and saw in their elevation the hope and glory of the country and of the world. A man of kind and loving heart, of gentle and even tender susceptibilities, of simple and unpretending manners, and a straightforward integrity which neither the blandishments of courts nor the appalling convulsions and dangers of the rebellion could shake or bend. A man who was

permitted, in the providence of God, to give freedom to a race, promulgating in that immortal Proclamation, which will live as long as the Magna Charta and the Declaration, the great idea of liberty which was incarnate in him from boyhood, and thus to stand forth to the lowly children of bondage, transfigured and beloved as Moses. A man who was incapable of malice or revenge, whose last days were spent in devising plans of mercy for those who were plotting his murder.

This great and good man has gone to his rest — his work is done — he saved the Republic, and his ashes repose in the great state which he loved so well, and which ever delighted to trust and honor him. And now let there rise to his memory, on the spot where sleeps his hallowed dust, a Monumental Column that shall fitly symbolize by its chaste and simple design, its august proportions, its majestic beauty, and its towering height and solid grandeur, the nation's regard for the spotless integrity, illustrious public services, unflinching heroism, and imperishable fame of her murdered and martyred President, ABRAHAM LINCOLN.

Springfield, May 24, 1868.

TO THE PRESIDENTS, FACULTIES AND STUDENTS OF THE UNIVERSITIES, COLLEGES, AND OTHER LITERARY, SCIENTIFIC AND PROFESSIONAL SCHOOLS AND CORPORATIONS IN THE UNITED STATES.

The object of the 'National Lincoln Monument Association' is to build a becoming Monument over the grave of Abraham Lincoln, late President of the United States. The Association is duly organized under the laws of Illinois. Its President is His Excellency the Governor; and its Treasurer is the Hon. James H. Beveridge, State Treasurer. By resolutions unanimously adopted on the 11th inst., the countenance and participation of the Literary, Theological, Scientific and Professional Institutions of the country were earnestly solicited; and the undersigned was instructed, in the name of the corporation, to bring the subject to their notice and request their favorable action. In pursuance of these instructions this Circular is respectfully addressed to the distinguished bodies and corporations embraced in the resolutions of the Association. It will be seen that the State of Illinois is publicly and officially pledged to see that the financial and business affairs of the Association are conducted with the integrity and dignity becoming a great Commonwealth engaged in a great enterprise. It is, therefore, requested that early and liberal action be taken by the various Institutions designated herein, in such manner as the authorities in each case may deem most appropriate or expedient, and that the donations and contributions of each Institution be forwarded to Hon. James H. Beveridge, Springfield, Illinois, who will promptly acknowledge receipt, and place the amount to the credit of the proper Institution and State.

The undersigned will also be pleased to receive from the President, or other proper officer, of each Institution, a statement of the amount contributed, with such facts, incidents or remarks as may seem proper to be communicated, to be embodied in a special report which it is intended to publish in relation to the branch of the Monument Enterprise intrusted to him. The contribution of each Institution will be further acknowledged by an appropriate certificate or diploma, bearing the seal of the Corporation, and signed by its officers.

Illinois does not wish to build this monument alone. She does not claim Abraham Lincoln as her exclusive son; but the gift of God to the nation and the age. That here was his home and here for ever will be his tomb is deemed a sufficient reason why the call for a National Monument should emanate from this state and this city. The Association desires to be regarded as only the channel through which the promptings of the popular heart may find expression — the instrument to mould its offerings into enduring strength and beauty.

While the position lately held by Mr. Lincoln as the Chief Magistrate of the Republic renders it proper for this Association to embrace every circle and class in the sphere of its invitation, it is thought that there are considerations which add peculiar weight and fitness to an appeal to the great Literary Institutions of the country to join in the proposed honors to his memory.

Though himself debarred, by the rugged necessities of his early life, from the liberal culture of the schools, yet the great fountains of science, learning and taste — the colleges and seminaries of the land — had no truer friend than Mr. Lincoln. Sincerely lamenting that their rich treasures were denied to himself, he early determined that his sons should not be so deprived; a purpose which, in the case of one at least, he lived to see accomplished. With unerring discernment he long ago saw and maintained the philosophical and historic truth, which only superficial observers deny, that colleges are the necessary *precursors* of common schools, and by as much as he esteemed the latter to be the hope of the nation, did he hold the former in veneration and honor. Although he was, in the popular phrase, a 'self-made man', yet he never affected to despise the learning that made him, nor to undervalue the blessings conferred by that higher literary training, the loss of which he ever regarded as an irreparable personal misfortune. With a real love and great natural aptitude for the arts and sciences, he availed himself of every opportunity to encourage a taste for and diffuse a knowledge of them among the people. Of the lustre which he might have shed upon the world of Art and Letters had he been permitted to tread the halls of learning, we can well judge from the grasp and power and genius shown in his actual productions.

He furnishes to the masters of thought in our universities and colleges a *perfectly safe* and thoroughly worthy model of a Christian statesman, patriot, and man, whom they may hold up to the admiring love and imitation of their students without hesitation, fear, or reservation. Of what other distinguished American (save Washington) can this be said? Does not the professor feel that duty requires him, in every other case, to check the enthusiasm of the student by reminding him of errors and flaws to be avoided? It is a great thing to have such a character to commend to the student. The lustre of great names, standing boldly out upon the canvas of history, will ever attract the gaze and rivet the attention and study of the buoyant, ardent and imaginative young men gathered at our Seats of Learning. The influence of such names, for

good or ill, is often as enduring as life. Is it not something that here is one to whom the most ambitious may be pointed as a model, without fear of obliquity to his reason or poison to his heart? Was ever an example more rich and pure and voiceful to American youth? To the children of poverty and toil it says, Despair not, the humblest may be exalted; to the aimless, Live for a worthy purpose; to men of business it grandly declares, Honesty is the best policy; to the politician, Truth is better than cunning. It teaches courts that sincerity is the noblest and surest diplomacy. It rebukes the atheist by the solemn pathos and grandeur of the Last Inaugural. Its fearful interrogatory to the rebellious slaveholder is, "How dare you ask a just God's assistance in wringing your bread from the sweat of other men's faces?" It teaches the patriot and Christian how to live for mankind, and how to die for country and for liberty. Do not our colleges owe something to his memory for such an enduring and inspiring example as this?

But the elements of character which most exalted him—which earned for him among his friends and neighbors a *sobriquet* more honorable than that awarded to Aristides—which bound him to the good, who knew him, by indissoluble ties of love and confluence—which made him President—which kept him inflexible of purpose and unflinching in faith in the darkest days of the Republic—which caused him in the fullness of time to smite the Pharaohs of Slavery with the flanging breath of his Immortal Proclamation, calling a whole race from despair and death up to life and hope; the qualities of head and heart which did these things, and which at last have added his name to the Martyrs of Liberty, and shrouded his memory in the heart of the nation with a love more tender and reverent than has been given to any other son of the Republic since the death of Washington, are his simple unswerving truthfulness; his humble trust in God; his inflexible fidelity to his convictions of truth and duty; his unsuspecting frankness and generosity; his quenchless love of liberty, and the unswerving rectitude and purity of his life.

Did not the world seem less bright and beautiful when we heard that Abraham Lincoln was dead? Did not a loving presence seem to have passed from the very atmosphere, leaving the shadow of a vague distress upon our hearts? Was not something wanting to the day—something to the night—when we knew that his loving heart had ceased to beat? Did the sun ever look down on such a spectacle as this stricken nation presented, in its voiceless anguish, on the morning of April 15th? Was any other ever borne to the grave so triumphant in death—with a funeral procession fifteen days in duration and two thousand miles in length, while the air was ever tremulous, day and night, with dirge and requiem and minute-gun? No dead President alone could evoke such woe. It was dead Abraham Lincoln, the good and true man, more than the Chief Magistrate of the nation, that subdued and melted the national heart and bathed the millions in tears.

Is it not meet that we build a monument to such a man—a monument that shall not only be worthy of the immortal dead, but one that shall essay to express the homage of a Christian and educated people for an exalted character whose greatness is made complete by goodness? Will not such a monument teach all future generations, that 'He is but half great who is not good'; inspiring the young and ardent with a worthy ambition, and that lofty courage which dares to do right for right's sake, while it rebukes and shames the selfish, groveling, politic compromiser? Do we not well, as educators, to build a monument to which every parent may point his child and say, "So let it be done to him whom the people delight to honor"? Will not a new era in our national life be marked by such a monument—will it not still seem grand and worthy, when, in the coming centuries, the nation having consummated the policy for which he died, and become strong and glorious in a Union without a slave, shall appreciate, honor, love and revere, as it can not now, the sublime character, life and work of her martyred President?

Living as he lived, and dying as, and for what, he died, the lapse of time will but render more and more sacred every offering of love which this generation shall lay upon his tomb. Sage and seer, the good and the great of every land and clime, will come to muse and pray beneath its solemn shade. Let art and genius rear the mighty shaft, and more than classic grace and beauty breathe their inspiration upon it and make it glorious; for, while it marks the dust of Lincoln, its nobler mission will be to tell our children and the world, from age to age, HOW WE LOVE THE MARTYRS OF LIBERTY.

NEWTON BATEMAN,
State Supt. Pub. Inst. Ill., and Member Monument Association.

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TESTIMONIAL FROM PROFESSOR AGASSIZ.

From what I know of Prof. Guyot's Wall Maps, etc., I have no hesitation in saying that both as to method and execution they are *incomparably superior* to any thing of the kind thus far published; and in connection with the series of text-books by the same author, which, I understand, are soon to be published, they will form the most valuable means for the study of geography, in which department there is urgent necessity for new books adapted to the present advanced state of the science. In fact, it is the simple truth, *that no other geographer living understands the relations of the physical features of our earth so well, or knows how to present them to students with such simplicity and clearness as Prof. Guyot.*

L. AGASSIZ.

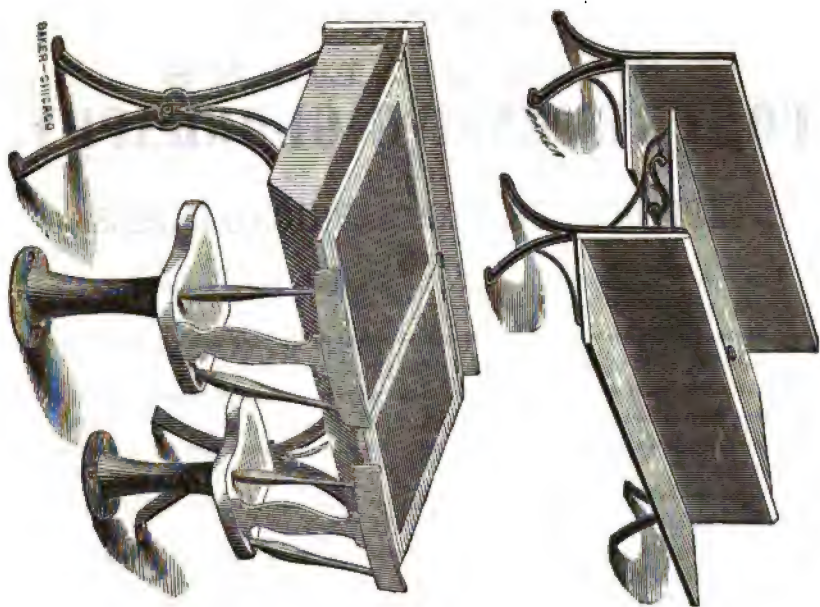
Cambridge, Mass., March 27th, 1865.

IN PRESS.—To be published during the Fall, the first two of Prof. Guyot's Series of Geographies.

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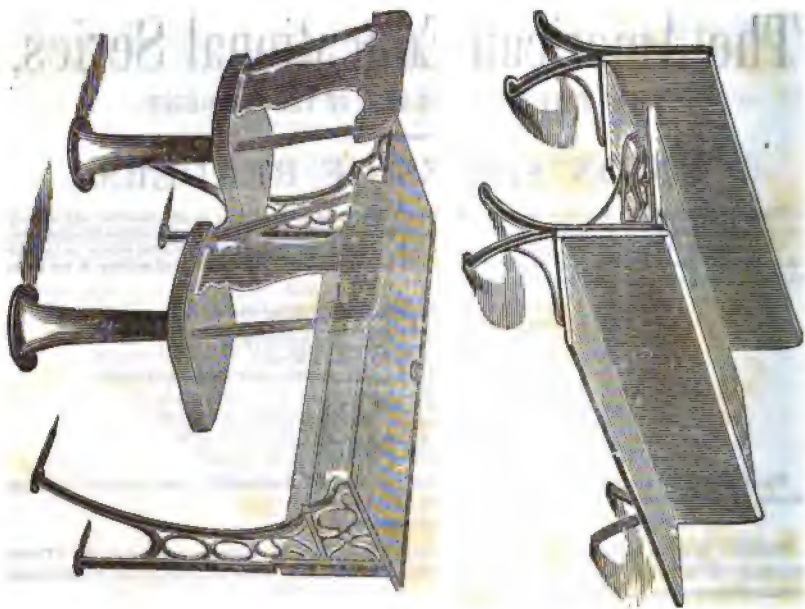
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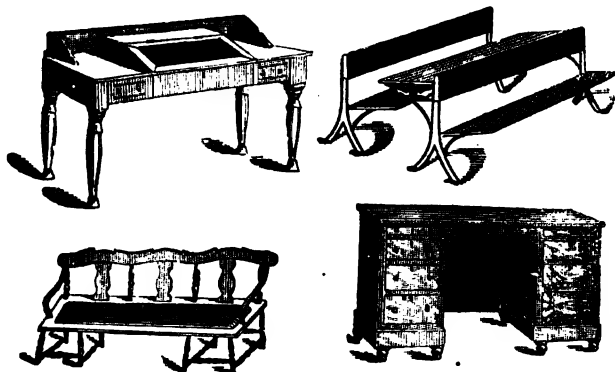
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THE RELATION OF EDUCATION TO GOVERNMENT.

SECOND PAPER.

NO STUDENT of educational agencies and institutions can fail to be impressed, as he wanders along the pages of historic record, with the meagreness of all systems of education, down to a very recent period. Still more deeply will the fact impress itself upon his mind of the exclusiveness and narrowness of spirit with which education was regarded, finding, as he does, that it was every where considered and carefully guarded, by severe laws, as the 'right divine' of the higher classes; that it was used only to fit these privileged ones for becoming soldiers, politicians, or priests; that the masses were purposely kept in the most servile and degraded ignorance, solely that they might be controlled and used as the tools of the educated few.

To the poor man's son there remained no lot save that of dependence, no hope of rising, no ambition, and no aspirations after a better and a nobler life. To the poor man's daughter there was left no dawn of education, unless she should please the wanton fancy of some lordly educated man and be trained for a courtesan's life and bitter death.

Such was the state of the masses in the days that some even now call by the honeyed name of the good old times, lamenting, the while, that they are gone past all hope of a recall. And such would the poor man's lot have remained, had not the mighty motor of the Christ life and his religion been projected among the forces that move the races of men.

And even then, for centuries long, dreary and desolate, did statecraft and priest-craft, aided by military power, keep from the masses the legacy left them by the Man of suffering—the poor man's 'right divine' inherited with the image of his Creator.

Nine hundred years after the announcement that the poor have an equal right with the rich to culture and its blessings, Alfred the Good, of England, emulating his divine Master, decided to educate his people. But all the books that his kingdom contained, in the people's language, were the Gospel of St. John and a few sermons by Bishop Isidore.

After Alfred's death England sunk to a level with the rest of Europe, and the tenth century after Christ is noted as the darkest period of Europe's history.

True, learning was not dead, but the jugglery of priest- and state-craft kept it enthralled within monastic walls, hid from the light of day and the knowledge of the dreaded common people, taught in a language spoken by no nation living upon the face of the earth.

The only semblance of a common education was given by some of the privileged, educated few, who roamed about over a part of Europe, leading a wild, lawless and riotous life of drinking and debauchery. These itinerants, who were fitly called Bacchantes, were held in universal terror. They were accustomed to attach to themselves young boys of the poorer classes, called A-B-C shorters, to whom they professed to teach reading and grammar, but whom they really kept as serfs, requiring them to procure their food and drink, and cruelly beating them if they failed, by begging or stealing, to procure meals that suited the tastes of their imperious masters.

Two arguments were adduced in those days in palliation of this exclusiveness. First, that the masses were degraded and ignorant because they chose just such a condition, and were thus acting in accordance with the purposes of the Creator, and they would not rise above it because it was their normal condition. Secondly, it was insisted upon with pertinacious vehemence that they could not learn, and it was useless to try to teach them.

Have we not heard and do we not hear the same arguments paraded in our own time with reference to educating a class of population in our own midst?

History does strangely repeat itself once in a while. But, in the order of that Providence which never sleepeth, a better day was to dawn.

Fourteen centuries of ignorance, of thralldom for the toiling millions of the race, had dragged their slow, weary fingers along the great dial of Time, since the poor as well as the rich had been included in the blessings of Him who spake as man never spoke.

Nearly fifty-five hundred years of unrequited toil, of weary waiting—fifty-five centuries of deprivation, of ignominy, and of heaped-up

wrongs—called for relief and redress. And now, after so long a time, the grand triumvirate of darkness and ignorance was to receive its death-stroke. State-, priest- and soldier-craft were to be met by a mightier power than their own.

The morning star of the Reformation arose, and the right of the poor man to know and to think, which had been uttered along the shores of Lake Galilee, was reaffirmed with startling emphasis along the borders of the Black Forests of Germany.

In A.D. 1524, Luther issued an address to the councilmen of his country, calling upon them to reform and reorganize their entire system of education,—urging with earnest words the privilege and duty of every one to learn to think and to reason, as well as to worship as he saw fit.

Three years later, we find him associated with Melancthon, empowered by the Elector Frederic to create a system of education for Saxony, if they should find it necessary. This was accordingly done, and a plan published and adopted which provided for the education of children of all ranks and both sexes.

But, as against the first and Great Teacher and his followers, there was arrayed the united power of politician, priest, and soldier, so against this champion there came the priest-craft, the state power of Charles V, and the military arm. But not with a like result. That Power which said to the waves of angry Tiberias "Peace! be still!" and they became calm, interposed and protected the champion of the poor man's education.

Priest-craft could not reach him. The Elector of Saxony and other princes befriended him; and though Frederic was threatened with war by fire and sword unless he gave up his Luther, yet the waves of anger were stilled, and the work went on.

Other champions arose in the fastnesses of Switzerland and upon the plains of England, and the priceless birthright of education could no longer be entirely kept, as it had been, from the masses. As might have been foreseen, this system of things extended its influence, and new theories of government began to find their way to the light. The necessity of harmony between the fundamental principles of government and universal education began to be recognized. Old-time systems and forms had to be remodeled to suit this new phase of society; and although the old triad of despotism maintained their hold in some parts of Europe, making but few concessions to the people, and many of those void of all advantage, yet a work had been accomplished which all their cunning could not entirely undo.

The people would not give up all their vantage-ground, and consti-

tutional guaranties were freely demanded. Checks and limits were urged and set, in many sections, to the too free use of monarchical powers.

Representation assumed something more than a name, and representatives of the people ceased to be mere puppets of royalty, when the masses learned they had rights, and knowing them 'dared maintain'. The idea that the people could govern themselves began to trouble the minds of would-be rulers.

But the full advantages of such a system of education were not yet to be attained. Learning wariness from past defeat, the dominant powers resolved to bind this giant power just awaked to life. Popular education must be controlled, or they would be swept from their places. It evidently would not do to let the people know their full power. A blind instinct of self-preservation taught them not to oppose, but to pretend to lead. Under their moulding hands a popular system of education was indeed adopted in many parts of Europe, but so hedged in as to dwarf its fair proportions. By making the system of education entirely dependent upon the government, keeping the selection of teachers, the course of instruction to be pursued, the maintenance of the schools, and the regulation of all matters connected with them, in their own hands, and by providing for such as distinguished themselves in these schools, they proclaimed to the people, the dear people, their love and care for their welfare, demanding at the same time only their allegiance and support.

In the reaction that ever accompanies any active reform, the rulers easily succeeded in securing all they desired, and the giant was indeed shorn of his strength, and made to tread the wheel of routinized monarchical usage. In all the European systems, love of king or ruler was substituted for pure love of country and government. The latter could not, under the circumstances of the case, be allowed, or the tenure of royalty was gone, and for ever. Hence, the wisdom of the rulers in making the substitution. But the condition of the peasantry of any country under such an educational system is a practical refutation of all arguments in its favor. The only question that need be asked in regard to any system of education is, "Does it produce machines, or men?" The answer decides the value of the system beyond a cavil.

It needs no argument to prove that the parochial system of Great Britain, as well as the systems of Germany and Prussia, however excellent in other respects, only produce thinking machines. This point is conceded by all who have examined them.

In order to perpetuate even the mildest form of monarchy, the educational system must be dwarfed to correspond with the form of government. The people, however, gain or have one advantage by this state of affairs. They are in the way of seeing or learning their rights and knowing their power. Hence, new concessions of prerogative are constantly demanded and obtained. New guaranties are wrung from unwilling monarchy. More and stronger limits are set to the use of royal power, and a gradual advance is made toward a people's government. The whole order of things must tend to a republican form of government, where alone popular education and government can coincide. The convergent lines meet and blend here. I can not forbear to quote from Montesquieu on this point. "It is in a republican form of government alone that we are to seek for love of government; and this arises from the fact that in order to its maintenance the people must have the intelligence to understand and the virtue to sustain self-government. The fear of despotic governments naturally arise of itself amidst threats and punishments. The honor of a monarchy is favored by the passions, and favors them in its turn; but virtue is a self-renunciation, which is ever arduous and painful. Now, government is like every thing else: to preserve it we must love it. Has it ever been heard that kings were not fond of monarchy, or that despotic princes hated arbitrary power? Every thing, therefore, depends upon establishing this love in a government, and to inspire it ought to be the principal business of education. People generally have it in their power to infuse their sentiments into their children, but they are still more able to give of their passions."

JOLINE.

W. E. C.

M A N A W O R K E R .

EVERY body dreams of a good time coming, when he shall live at ease. The merchant hopes to be able some time to retire from business, with such a competence as shall enable him to live comfortably and command the respect of his former competitors. The sailor hopes to heave to ere long, in some quiet harbor, where he may enjoy the fruits of his perilous toil, and be a hero in the eyes of those who listen to his tales of the mysteries of the mighty deep and to the strange stories of his own exploits. The soldier longs for the time when he shall receive his discharge and hasten to rejoin the loved ones at home, where his slumbers shall be broken by the tinkling breakfast-

bell in stead of the harsh notes of the reveillé, and the voices of childhood in stead of the ories of the battle-field. The youthful student counts the days before vacation shall release him from books and tasks. To not a few, the most comforting promise in the Bible is contained in the words "Come unto me all ye that labor and are heavy laden, and I will give you rest." The natural conclusion from these and many similar facts is, that men regard labor as an evil from which they would gladly escape, if there were any other way to attain the objects of their ambition. But is the necessity to labor, which almost all men are under, an evil? Was the edict "In the sweat of thy face shalt thou eat bread" a curse, or, under the circumstances, a blessing? We can answer this question more understandingly, perhaps, after a brief consideration of man's capacities and faculties, and of the relations in which he stands to nature and his fellow men.

Dr. Hopkins, President of Williams College, says that whoever can answer the questions—What ought to be done? Why ought it to be done? and How ought it to be done? has mastered the science of morals, the highest of all human, and, so far as we can judge, of all divine science. But each question ends with 'to be done'.

If we look at the inanimate world, and the animate world below man, we find that each stone, each plant, each animal, has its part to perform: which part it performs either as a means or instrument of some superior power, or as an irrational agent under the guidance of instinct. The farther man pushes his study, the more he becomes convinced of this fact. I do not, of course, mean that the use of every animate or inanimate thing has been discovered; but enough has been discovered to warrant the general conclusion just stated. Ceaseless activity is the law of nature: a being who should create something for nothing would not satisfy our notions of a Creator. Arguing from analogy, then, we should expect that man, standing at the head of created things, should also have his duty to perform.

So much the argument from analogy establishes for us; but I go farther than this, and claim that it is true, and a blessed truth, too, that this duty can not be done without earnest toil, either mental or physical. It is a law long recognized by all who have given any attention to the study of the characteristics of the body or mind, that all their faculties except those which act instinctively (and the law applies more widely to those even than we are wont to think) are developed only by action; and that happiness, which is the goal we set for all our races, is only reached through this means.

The Hindoo devotee who for years held his arm above his head lost all use of it; and upright it remained, a shriveled, palsied index of

his folly and fanaticism. The long patient training in the Gymnasium developed the skill and strength that won the wreath at the Olympic games, and the beautiful symmetry of form that was preserved in marble and on canvas by the chisel and brush of Phidias and Praxiteles. And it was in this mere human beauty, thus represented, that the Greek embodied his ideas of the gods. The hard work and the severe discipline of four years have transformed such soldiers as retreated at a rapid pace from Bull Run to Washington into the bronzed veterans who, as they marched for two days through the streets of the national capital, two weeks since, would have found no superior had they been compared with any soldiery of the past or present. Skill in all the mechanical arts, even the rudest, comes only after long practice at 'learning a trade'. Go into the harvest-field, if you have never done so before, and see what show you can make at binding grain with the farmers' boys. I suppose the railway builder would hardly think he could construct a railroad if it had happened that all the Irish heroes of the pick and shovel had been killed off in the war.

The difference which is found between men's mental strength is even more striking than the difference between their physical powers. In both respects there is, no doubt, a difference of natural endowment. To one are given ten talents, to another five, and to another one. But this difference of endowment by no means accounts for the difference of attainment.

In the mind we find three divisions of one grand whole. There are intellectual, emotional, and moral powers; and the only method, so far as experience teaches us, by which they may be developed, is by use. The child whom we call bright spends days in learning to count ten, or to know and name the letters of the alphabet; but a Mithridates can call every one of his soldiers of many nationalities by name, or a Macaulay can repeat the *Paradise Lost*. The power of attention, or concentration of mental activity upon one point, comes only by persistent effort; yet without it no success worthy of the name can be gained. The developing and strengthening of this is one of the most important things in learning to study. Is it not just here that lies one great advantage of such teaching as is exhibited in the Scotch schools, where often, under the influence of an enthusiastic teacher, the pupil bounds from his seat to the middle of the floor, and shouts an answer to the question just asked at the top of his voice? or of skillfully-managed Object Teaching, in which pupils are made to think intensely, and to call upon the memory to furnish its treasures at a moment's notice? Any system of mental culture that furnishes pabulum to the minds of the young in such a pulpy or diluted state that the child

has only to gape and swallow like a young bird, will never rear intellectual giants, to say the least. It is said of Socrates that he would often stop in the market-place, and stand fixed in thought hour after hour, totally unconscious of the din and the passing multitude; and of Napoleon that he had such control over his mental powers that, when done with the consideration of any particular subject, he, as it were, could shut up the drawer in which was all his knowledge pertaining to that subject, and, opening another drawer, give undivided attention to its contents. It was to this power that both owed no small part of the results they accomplished. I was much struck by the words of a college professor of Mathematics to a small number of us who were groping our way rather slowly through some of his abstruse demonstrations: "Gentlemen," said he, "whenever in a demonstration there are two points whose connection you can not discover, seize them with a firm mental grasp, put them together, and then bring to a focus upon them all the light of the mind, and almost before you know it you will see them glow at a white heat, fuse, and blend." It was good advice; but the seizing-firmly, and putting-together, and bringing to a focus all the light of the mind, can not be done by merely willing, or being willing, to do it once or twice; the ability is gained only after repeated attempts, that, looked at alone, resemble failures.

These two powers of the mind of which I have spoken, the one a faculty, the other a power of control over the faculties, are the means by the aid of which other higher faculties, such as the imagination and reason, are exercised. But these last-mentioned are no less subject to the same law of growth.

The imagination only re-arranges in new and striking forms those materials which have been carefully collected; and this power to re-arrange admits of great improvement. Virgil wrote ten times his *Georgics*, his only poems which he thought worthy to be preserved. Milton spent more than twice seven years in wooing the Muse of poetry before she inspired him to write *Paradise Lost*. Church, who is doubtless the greatest landscape painter of America—perhaps we may say sometime of the world,—recently painted in five hours a picture of Niagara Falls for which he was paid \$5,000. But any one who has seen his *Heart of the Andes*, and marked the faithfulness with which the whole picture is finished,—how each part blends with other parts, each color with the other colors, that there is no meaningless point, but that it is one harmonious whole, as exact and beautiful in execution as it is brilliant in conception,—understands that it was not mere genius, but carefully-trained genius, that could reproduce on canvas by a few strokes of the brush the mighty waterfall. Sir Joshua Rey-

nolds, himself a patient as well as a successful portrait-painter, used to affirm that any one could learn to paint well if he only possessed perseverance and application. The sculptor does not, as we often imagine, by a few magical blows bring to light the beautiful statue that his genius had detected in the marble; but long months, and often years, are spent in careful study and in modeling, before the marble is sought from the quarry, and then the skillfully-trained hand has a long task.

He is regarded as a benefactor of the human race who makes discoveries and collects facts in any department of knowledge; but there is soon found need of a higher power, if any considerable advance is to be made in the science, which is able to take the discoveries and the facts and, from a careful examination of these arranged in a scientific order, detect their relations, and put into language their general laws. Until this has been done, each student must traverse the whole ground for himself, finding, to be sure, that some one has been along before him, and left his mark here and there, but no direction as to what course his follower should pursue next.

In any one of the sciences a new broad generalization usually takes all the devotees of the science by surprise, and often meets with bitter opposition from them. But the number of cases where such generalizations have been 'happy hits', as the saying is, are few. I quote from Thompson's *Outlines of the Laws of Thought* upon this point. "The next question to be answered is — How are causes discovered which are not obvious, even after repeated inspections of the facts in which they lie hid? By a power or combination of powers granted only to a few, which has been called Anticipation. It is a power of penetrating into the secrets of nature before the evidence is unfolded; it is enjoyed, as one might expect, by those only who have long and deeply studied the laws of nature, but not by all of these. It is no mere power of guessing, but an active imagination, supplied with materials by a clear understanding, carefully disciplined. The system of anatomy which has immortalized the name of Oken is the consequence of a flash of anticipation which glanced through his mind when he picked up, in a chance walk, the skull of a deer, bleached and disintegrated by the weather, and exclaimed, after a glance, 'It is part of a vertebral column!' When Newton saw the apple fall, the anticipatory question flashed into his mind, 'Why do not heavenly bodies fall like this apple?' In neither case had accident any important share: Newton and Oken were both prepared by the deepest previous study to seize upon the unimportant fact offered to them, and show how important it might become; and if the apple and deer's skull had been wanting, some other falling body, and some other skull, would have touched

the string so ready to vibrate. But in each case there was a great step of anticipation: Oken thought he saw the type of the whole skeleton in a single vertebra and its modifications, while Newton conceived at once that the whole universe was full of bodies tending to fall; two truths that can scarcely be said to be contained in the little occurrences in connection with which they were first suggested.

"The discovery of Goethe which did for the vegetable kingdom what Oken's did for the animal, that the parts of a plant are to be regarded as metamorphosed leaves, is an apparent exception to the necessity of discipline for invention, since it was the discovery of a poet in a region to which he seemed to have paid no especial or laborious attention. But Goethe was himself most anxious to rest the basis of this discovery upon his observation rather than his imagination, and doubt less with good reason."

I have dwelt at considerable length upon this point, that intellectual growth depends upon constant activity, not because it is easier to establish than any other, but because, from the circumstances in which we are placed, it is the point in which we are particularly interested. It will, however, take but a moment to show that the emotional and moral powers are to as great a degree capable of development as the intellectual powers. Often they receive no direct education, but they are none the less educated by circumstances and the influences by which the child and man are surrounded. L.

(To be concluded next month.)

HOW SHALL WE TEACH GEOGRAPHY?—No. II.

Need of a Preparatory Course.—In the January number we gave outlines of a course of study in Geography, which we believe to be the only philosophical one. That course included three separate grades—the Perceptive, the Analytic, and the Synthetic,—the work of each being of a different character from that of the others, and having an entirely different object. The work of the Perceptive grade was mainly to become acquainted with the, so to speak, *mechanism* of the earth, and was to be conducted by the examination of a globe as its most perfect representation, and of maps of the continents as convenient representations, on a larger scale, of its several great members.

Undoubtedly all will admit that the only value of globes or maps, as a means of study, consists in the fact that they are symbols of what

actually exists upon the earth — that they *represent* the earth, or portions of it, in regard to form, character, and the position, relative and absolute, of its parts.

If, therefore, a globe or map can create in the mind of the pupil no image of the earth, or of the portion of the earth which it represents, but is to him simply a ball or sheet of paper with certain lines and colors upon it, to which certain names are attached, then it has no longer any value as a representative object, and, so far as practical results in the study of geography are concerned, might as well be dispensed with, and the pupils be taught, as some of us were in childhood, simply to repeat lists of names, headed rivers, mountains, islands, seas, etc. For of what value can it be to a child to know that a certain line upon a map is called a river, or a mountain range, if he has no correct notion of what a river or a mountain range really is? or, that a certain portion of the map is called England, and a certain point within it London, if he does not see behind the map the beautiful country itself, with its busy farms, its mines, its great cities and busy villages; and the vast metropolis with its trade and manufactures, its crowds of busy people, its palaces, its gardens, even its fogs — whatever distinguishes it from any other great city?

In order to secure the requisite results from the use of a map, we must give it life and significance, so that when the eye rests upon certain signs there shall start into view a great mountain wall in all its grandeur, with its accessory slopes, and its rivers like silver bands uniting them; or certain other signs shall spread out a broad landscape, with dark forests, green pastures, and fields of golden grain, and lakes white with the sails of commerce. The child must first be made acquainted with *nature* as it exists under different conditions of surface, climate, and culture; in other words, he must first know *the thing to be symbolized*. Then the *symbol* will have a value, and not till then.

For this reason, the course heretofore delineated should be preceded by an introductory course, the purpose of which shall be, by means of a series of simple conventional lessons, to form in the mind a vivid *picture* of whatever is most characteristic of the great physical regions of the globe: that is, to give to the mind of the child, in regard to each, as nearly as possible, what he would receive by seeing with his own eyes the region in question. These lessons, followed by maps in which the child learns the appropriate symbol for the reality he has been studying, and sees the countries through which his imaginary journey has led him, in their comparative size and relative position, will give to him the correct appreciation of the nature and use of a

map, and enable it to become to his mind, in his future study, a source of knowledge which it could have become in no other way. Having made acquaintance with a type of each of the great strongly-marked physical regions of the earth, and learned the manner of representing it upon the map, he is now prepared to read the map itself, and, seeing the actual country it represents spread out before him on a smaller scale, learn for himself all the map contains just as perfectly and easily as, having learned the alphabet, he masters the contents of a printed page.

General plan of Preparatory Course.—These lessons should commence with what is most familiar to the child—his own locality,—as that is within his range of observation, and possesses features that can be made of use in building up the images of remote regions. When he has learned all it is able to teach him, he may, under the direction of his teacher, construct a simple map of the neighborhood, showing the position of every object he has been studying. A map so constructed will never fail to call up a complete picture of the region it represents. The child has taken his first step in geographical study; he has made an intimate acquaintance with a portion of the earth's surface, and has formed a symbol by which it can always be recalled, as vividly as the face of a friend by a portrait. He may now proceed, step by step, to form acquaintance with the characteristic regions of his own country. This is done by an imaginary journey, in the course of which, whatever would most strike his attention in traveling should be presented in the order in which it occurs, in a vivid and picturesque description, yet in such language as he can most perfectly comprehend.

Care should be taken to notice only the striking features of the picture, as too great minutiae of detail would impair its distinctions and weaken its impression. Throughout these journeys, the position of the region under discussion in regard to the child's home must be kept in mind. Thus, at the beginning of each lesson the pupils might be asked to point or walk toward the places of which they have learned, and to state in what direction they are from the place in which the lessons are given. At the end of the lessons on the United States, a map of the whole country, showing the various regions traversed in their relative size and position, accompanied by a rapid review of the main points noticed, will fix in the memory all that is needed, and make the map a vivid symbol of the reality. After this is done, the lessons can be extended in the same manner to other countries and continents, noticing, of course, only what is most characteristic of each of these. Thus, in England, we have the beauty of the landscape,

owing to high culture, the commercial and manufacturing industry of London and Manchester; in France, the vintage, and silk manufacture—Paris and Lyons; in Switzerland, the snow-crowned Alps, the beautiful mountain lakes, and the herdsmen. When all are done, a Mercator's map, in which the several continents and oceans can be seen in their relative position without the interruption occasioned by the hemispheres, will complete the preparation for the use of the maps in future study. Then a few lessons, gathering together the separate ideas in regard to climate, people, vegetation, etc., in different parts of the earth, making a little preparation for future lessons on those subjects, would conclude this introductory course.

These preparatory lessons should be completed at the age of eight or nine. The pupil would then be prepared to use successfully the globe and maps as the objects of study, and to enter at once on the course indicated in the former article.

American Educational Monthly.

[To be continued in next number.]

FALLACIES OF TEXT-BOOKS.

I PROPOSE, in a series of brief papers for the *Teacher*, to call attention to some statements commonly found in our school-books which, in my opinion, are untrue, or useless, or both. We will notice, in the first place, one or two from our GEOGRAPHIES.

In almost all of these books, the Equator is defined as a *great circle drawn around the Earth*. One book now on my table says the Equator is an *imaginary line drawn around the Earth at equal distances from the Poles*. This definition is less objectionable; but the same author repeatedly speaks of the parallels, meridians, etc., as *circles drawn around the Earth*. Now, every Geometry defines a circle in language something like the following: *a plane surface bounded by a curved line, every point of which is equally distant from the centre*. If a circle is truly a plane, as it surely is, what an absurdity to speak of a circle as drawn *around* the Earth! Why teach the pupil a falsehood which he must unlearn as soon as he begins to deal with the exact language of Geometry? Is it not just as easy to teach him what a circle truly is? And is it more difficult to aid his imagination to picture circles going *through* the Earth than lines going around it? Can not the merest child see the geometrical distinction of great and small circles? Then how simple the definition of the Equator,—a

great circle at right angles with the axis! But, if one objects to teaching the pupil that the Equator is a plane, on the ground that, in Geography, we use only its circumference,—that is, a line; then give him the definition we have quoted above. In that case, he learns a half-truth, good as far as it goes. This is quite another thing from learning an untruth.

I also have a criticism to make on our common method of teaching respecting the oblateness of the Earth,—or the flattening at the Poles. From the language used, and perhaps the picture of an oblate spheroid accompanying it, I presume most learners conceive of the Earth as flattened nearly or quite as much as an orange usually is. Now, what is the fact? The Earth is really flattened about thirteen miles at each Pole; this amounts to about $\frac{1}{310}$ of its semi-diameter. For illustration, suppose we make a globe ten feet in diameter: to make its oblateness the same as that of the Earth, we should flatten each Pole $\frac{1}{8}$ of an inch! Why not use, and dwell upon, some such simple illustration till the pupil is thoroughly possessed of the idea that the flattening is *very* slight, and is not to enter into our *ordinary* conceptions of the Earth at all?

A criticism on a common definition in ARITHMETIC will suffice for the present. A compound number, we are told, is *a number of several denominations*. This definition is like the Irishman's horse,—it has two slight faults. The faults of the horse were: first, he was hard to catch; second, he was good for nothing when caught! The faults of the definition are: first, it is untrue; second, it is good for nothing, if it were true! The tens and hundreds of a simple, abstract number are just as much different denominations as the pence and shillings of English money; and the dimes and cents of our currency are as simple numbers as any in existence. Why not introduce the learner to the really important point of distinction between simple and compound numbers,—the *only* one,—viz: that, in simple numbers, ten units of one denomination always make one of the next higher, while in compound numbers the ratio of increase is a variable quantity? Then, in stead of giving him a new set of 'rules' in compound numbers,—carrying the matter even to the absurdity of a special set for Federal Money,—show him that the processes of simple numbers are varied in compound just so far as this peculiar manner of increase obliges us to vary them, not one jot further. More hereafter.

H.

"ARE N'T YOU TIRED OF TEACHING?"

I MET my old friend Jones last Summer. I was glad to see him,—I had not seen him for ten years. He had grown old in the time. The Theologians had plowed across his face until it was as knobby as the lead region around Galena. After the first warm shake of the hand, said he: "What are you doing now?" "Teaching," said I. "What! teaching still,—are n't you tired of teaching?" I looked at his haggard features and pitied him. So, in stead of retorting, as I felt like doing, I answered him mildly.

I was off enjoying my summer vacation, and visiting old scenes and old acquaintances. So, after parting from Jones, I stepped into the dry-goods store of my chum Brown. That bald-headed man at the desk was the proprietor. He looked up from his book, muttering "8 and 6 are 14." When he recognized me, the cloud of care lifted from his brow, and the old smile came back to his face for a moment. "How is business?" said I. "Well," said he, "by careful management, I have steered clear of the breakers so far; but, if gold continues to fall as fast as it has, I do n't know how long I can continue to do it. I have lost fifteen thousand dollars in the last three months." Said he, after a moment's pause, "Are you teaching, yet?" I answered in the affirmative. "How long have you taught?" "Fifteen years." His eye-brows lifted,— "Well, I should think you would be tired of it by this time," said he. Just then, a clerk called him to assist in showing some fine goods to a lady customer, so our conversation was interrupted. I waited a half-hour, while the lady looked over all the silks in the store, but made no purchase. Becoming somewhat tired, I bade him 'good morning'. Just as I was leaving the store, I observed the lady turning from the counter, and heard her remark, "Well, Mr. Brown, if I can n't suit myself any better, I will call again."

I walked a few steps down the street, and paused in front of a shoemaker's stall. A man with spectacles upon his nose was busily stitching away at a fine boot. His shoulders were shockingly bowed; and, as I caught the snatch of song he was crooning, I noticed that his voice seemed much cracked and very husky. Notwithstanding all this, I thought I recognized Smith, who was in my class at the Academy twenty years ago. Smith had n't much love for books, and left at the end of the second term. I stepped in and bade him 'good morning'. He knew me, and I received a cordial greeting. I in-

quired for his health, and he complained sadly of rheumatism. After a few remarks, he asked what I was doing now. "Teaching," said I. "Indeed," said he, "do n't you get tired of it?" Before I could reply, he had to get up to measure the foot of a customer. I took my leave while he was thus engaged, and went on my way, *thinking*.

H.

SCHOOL DIRECTORS.

MR. EDITOR:—Though I have been a reader of your paper only this year, there are some items I should like to know. This missive may be out of place, as I have seen nothing in the paper except for the teacher; and not being of that class, but simply a school-director of eleven years' standing, it may be wrong for me to make inquiries, or take up space intended for teachers. For a number of years I have been a contributor for educational journals, yet never do I remember of taking up the pen with the fear of going where not wanted: that I now do, and for the reason that I see no place for school-officers in the *Teacher*. But I must come to the point. Thousands in Northern Illinois inquire Why must the election of School-Directors come in August, at a time when farmers are in the midst of harvest? I know of districts that never have had an election since this time was established. I know of others that but occasionally have one; not for want of interest in education, but because, coming in harvest-time, they can not get out to an election. I speak of country districts. I know of no valid reason why these elections might not be held in the winter, when farmers can get together and examine into the wants of the district. I have heard reasons, but none that I can see of weight. All reports can be made as well, and in time, if the election be in winter, as in summer.

Has it got to be considered that school-officers are a nuisance? I see by the late law that they have to serve on juries, and are only exempt from poll-tax. The Clerk of the Directors has to make his returns to trustees twice in the year. He has to make out the census report of children, and report of taxes, keep the records, and do otherwise nine-tenths of all such work of the district. If any visits the school and looks after its interests, he is the one to do it. The State and County Superintendents, Trustees, and people, expect him to do it; yet they say—the law—they are *unworthy* of the small pittance,

formerly granted, of being exempt from serving as jurors; and all who have tried this office know it does not even get the thanks of the district, and it certainly does not of any one else.

The law says "No Director shall be a contractor on *any* job about the school." The fence is broken down, a few nails are needed to repair it. A load of coal is wanted, all are hurried. The director has a team, and time, and is a mechanic, and knows the wants, and can do it as well, and often better, and cheaper than any other one. Why should he be refused the power to do it, excepting the odiousness of being Director? It would seem by examination of our school law that there was a determination to make this office as offensive as possible.

Then look how he is treated in Teachers' Institutes: he has no invitation to attend, and if he goes without, is treated by the teachers as if he had no business there, which is the fact. Methinks this treatment of directors does not tend to elevate the office, or induce them to do their duty, as the law requires, right, or well.

I will stop at this, so as to take as little time or space as possible. If I find any but teachers have a right to speak, I may speak on other practical points. DRACO.

[The *Illinois Teacher* does not proscribe School Directors, or any other class of educational men. But we can not very well publish what is never written, or offered for publication. Whatever is offered us for publication, and seems calculated to advance the cause of education in Illinois, shall surely go in if we have room for it.—EDITOR.]

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"No. 56 Park Avenue, Chicago."

MENTAL ARITHMETIC.—What is Mental Arithmetic? Does it include simply what is to be found in orthodox text-books on the subject? Is nothing to be regarded as mental arithmetic unless it has some counterpart in the treatises of Colburn or Davies or Robinson? Have our authors exhausted the subject? To me these are pertinent questions. I have no doubt that we, as teachers, frequently arrive at mathematical results by a process of analysis which is not included in any of our so-called authorities on the subject. Perhaps some of these analyses are susceptible of a more rigid investigation by means of letters and symbols; but does it thence follow that in all their applications they belong to Algebra, and Algebra alone? I think not.

These remarks may recall to some mathematical readers a solution of a certain problem published in the *Teacher* in 1863 for mental so-

lution, which solution was condemned for being algebraical, and may serve as introductory to a few remarks on the subject of Mental Multiplication.

The square of the sum of two quantities is equal to the square of the first quantity, plus twice the product of the first and second, plus the square of the second.

This I take to be the enunciation of a mathematical truth which belongs as much to arithmetic as to algebra. As such, we find the authors of our Written Arithmetics inserting such contractions as the following, being careful, however, in numerous instances, to omit any thing like a demonstration of the principle involved: $6\frac{1}{2} \times 6\frac{1}{2} = 42\frac{1}{4}$, since we have $(6 \times 6) + 2(6 \times \frac{1}{2}) + (\frac{1}{2} \times \frac{1}{2})$, and, as twice $\frac{1}{2}$ of 6 is of course equal to 6, we have in brief $7 \times 6 + (\frac{1}{2} \times \frac{1}{2}) = 42\frac{1}{4}$ for our product. So also in whole numbers, $125^2 = 15625$, etc. This principle may, of course, be extended farther and applied in numerous ways: e.g., $12\frac{1}{2}^2 = 150\frac{1}{4}$, since we have $12^2 + (12 \times \frac{1}{2}) + (\frac{1}{2} \times \frac{1}{2})$. So in whole numbers, $1625^2 = 2640625$; $2825^2 = 7980625$. To facilitate the use of such operations as these, and also as a good drill in Decimal Fractions and Federal Money, preparatory to various operations in Interest, I have my pupils memorize the decimals corresponding to the fractional divisions of a unit into halves, fourths, eighths, and sixteenths. These fifteen decimal expressions may be committed to memory in a very short time; and such a stock of material, though apparently so limited, may be rendered of almost incalculable value by any one who will but notice the great variety of combinations of which they are susceptible: e.g., the teacher writes on the board \$5625.00; changing the point from after the 5 to other positions, he calls for the reading of the several amounts thus indicated, in dollars, dimes, cents, or mills,—the successive answers being, as he passes to the left with the point, Five thousand six hundred and twenty-five dollars; Five hundred and sixty-two and one-half; Fifty-six and one-fourth; Five and five-eighths; Nine-sixteenths of a dollar,—and so on for the other denominations.

"John, write on the board Fourteen and five-eighths dollars and eleven-sixteenths of a tenth of a mill." No sooner said than done,—\$14.62506875.

"Mary, change the point in John's figures two places to the right, and read in dollars, cents, and mills." \$1462.506875.

Ans. "One thousand four hundred and sixty-two dollars, fifty cents, six and seven-eighths mills." etc., etc.

Observe, too, that these decimals will bear the same relation to unity that the corresponding whole numbers bear to 10000. Thus, $\frac{1}{8} = .1875$, and $\frac{1}{8}$ of 10000 = 1875; $\frac{1}{4} = .4375$, and $\frac{1}{4}$ of 10000 = 4375; and again, $\frac{1}{2}$ of a dollar = 50 cents; $\frac{1}{4}$ of a dollar = 25 cents, etc.

The applications of these numbers are exceedingly numerous. I instance a few. What is the square of 31245? By the application of the principle first noticed above, we see that the required square will be (3124×3125) with 25 annexed. Since we know that 3125 is

$\frac{5}{18}$ of 10000, our operation then is as follows: $\frac{1}{18}$ of 3124 = $195\frac{1}{3}$; $\frac{5}{18}$ of 3124 = $(1000 - 5 \text{ times } 4\frac{1}{3}) = 976\frac{1}{3}$, and our result is 976250025.

Again, What is the square of 68745? (This is Problem 6 published in the March number of the *Teacher*.)

Operation: Multiply 6874 by 6875 and annex 25. $6875 = \frac{1}{8}$ of 10000. $\frac{1}{8}$ of 6874 = $429\frac{1}{2}$; $\frac{1}{8}$ of 6874 = 11 times 430 - 11 times $\frac{1}{2}$, = $4725\frac{1}{2}$, and our required square is 4725875025, etc.

Again, What is the sixteenth power of 5?

Operation: $5^2 = 25$; $5^4 = (5^2)^2 = 25^2 = 625$; $5^8 = (5^4)^2 = 625^2 = 390625$; $5^{16} = (5^8)^2 = 390625^2 = 152587890625$.

The last operation may require a word of explanation. Notice, 390625 is $39\frac{1}{8}$ times 10000; then the required square will be $(39\frac{1}{8})^2 \times 10000^2$, or $(39\frac{1}{8})^2 \times 100000000$. $(39\frac{1}{8})^2 = 39^2 + \frac{1}{4}$ of $39 + (\frac{1}{8})^2$;

$$\begin{array}{rcl} 39^2 & = & (40 \times 38) + 1, = 1521 \\ \frac{1}{4} \text{ of } 39 & = & 4\frac{1}{4} \\ \text{together we have} & & 1525\frac{1}{4} \end{array}$$

Now, observe that the 4th power of 5 above has the same significant figures as the decimal for $\frac{1}{8}$; therefore, $(\frac{1}{8})^2 = \frac{1}{64}$, when expressed decimally, will have the same significant figures as the 8th power of 5 above. Hence, by attaching these figures in their proper order to 1525 $\frac{1}{4}$ when multiplied by 100000000, and noticing that the 3 of 390625 falls in the same order as the 5 of the 875, which take the place of the $\frac{1}{8}$, and hence must be added, we have as above 152587890625.

These processes were all followed and the results obtained mentally before any attempt was made at writing out any part of the process.

O. S. W.

SOLUTIONS.—8 (*May No.*) $\frac{x}{y}, \frac{x}{y}, x, xy$, represent the required progression. Put $582 = a$, and $468 = b$. By the conditions of the problem we have $\frac{x^2}{y^2} + \frac{x^2}{y} = a \dots [1]$; and $\frac{x^2}{y^2} + x^2 = b \dots [2]$. Multiply

[1] by y , and we have $\frac{x^2}{y} + x^2 = ay \dots [3]$. From [3] and [2] we have

$b = ay$; $\therefore y = \frac{b}{a}$. Substitute this value of y in [2], and we have

$\frac{a^2 x^2}{b^2} + x^2 = b$; $\therefore x = \frac{b\sqrt{b}}{\sqrt{a^2 + b^2}}$, and by restoring the values of a and

b , we have

$723\frac{19}{13}\sqrt{\frac{13}{15493}}$, $582\sqrt{\frac{13}{15493}}$, $468\sqrt{\frac{13}{15493}}$, and $386\frac{52}{27}\sqrt{\frac{13}{15493}}$, for the required progression.

O. S. W.

9 (*May No.*) $\$46.125 = 369$ shillings. Put $a = 369$, and $b = 20$. The problem gives the following equations: $(x^2 + y^2)(x + y) = a \dots [1]$; $xy = b \dots [2]$. Add $2xy(x + y)$ to each member of [1], and substitute value of $2xy$ from [2] in the second member, and we have $(x + y)^2 = a + 2b(x + y)$. Put $x + y = z$, restore values of a and b , and transpose,

and we have $z^2 - 402 - 369 = 0$; $\therefore z = 9$, or $x + y = 9$...[3]. From [2] and [3] we find $x = 4$ or 5, and $y = 5$ or 4, giving for final results 16 and 25.

O. S. W.

Solutions to both the above have also been received from Sigma.

[We are reluctantly compelled to defer till next month a solution by Artemas Martin of Prob. 8 (April number), which we intended to give in this issue.

—PUBLISHER.]

G. C. D.—We have received the following from our friend J. Piper, of Eddyville, Iowa. We hope to hear from him again.

"The greatest common divisor of several numbers is either the smallest or some factor of the smallest. If the least is not the G.C.D., then the G. C. D. can not be greater than one-half the least; if not one-half, it can not be greater than one-third; if not one-third, it can not be greater than one-fourth, etc. Can not all the problems usually given in the books be solved more easily by the above than by any other method?"

NATIONAL EDUCATIONAL CONVENTIONS.

NATIONAL TEACHERS' ASSOCIATION.—SEVENTH SESSION.

THE Seventh Session of the *National Teachers' Association* will be held at Harrisburg, Pa., in the Hall of the House of Representatives, on Wednesday, Thursday, and Friday, the 16th, 17th and 18th days of August, 1865.

ORDER OF EXERCISES.

WEDNESDAY, AUGUST 16TH.—At 8 o'clock A.M.: Meeting of Board of Directors at the rooms of the School Department, in the Capitol.

At 10 o'clock: Music by the Harmonic Society of Harrisburg.

Address of welcome, by His Excellency A. G. Curtin, Governor of the State of Pennsylvania.

At 11 o'clock: Annual address of the President of the Association.

Appointment of Committees.

At 2 o'clock P.M.: A paper on 'The Mechanism of School-Teaching', by W. M. Barringer, Troy, N.Y.

Discussion of the same subject.

At 3 o'clock: A paper, 'Normal Schools, with their Distinctive Characteristics, should be Established and Maintained in each State at Public Expense', by Prof. R. Edwards, President of Normal University, Illinois.

Discussion of the same subject.

At 4 o'clock: 'Phonetic Methods of Teaching Reading', by Hon. John D. Philbrick, Superintendent of Public Schools, Boston.

At 8 o'clock: Lecture by Prof. James D. Butler, State University, Madison, Wisconsin.

THURSDAY, AUGUST 17TH.—At 9 A.M.: A paper on 'The Best Methods of Teaching the Classics', by Prof. A. Harkness, Providence, R.I.

Discussion of the same subject.

At 10 A.M.: Report of Committee on 'Object Teaching, as pursued at Oswego'.

Barnas Sears, D.D., S. S. Greene, Providence; J. D. Philbrick, Boston; J. L. Pickard, Chicago; D. N. Camp, Connecticut; R. Edwards, Illinois; C. S. Pennell, Missouri, Committee.

Immediately after this report, the members of the Association are invited to join in an excursion to Gettysburg, where it is expected parties will be present to point out the most interesting localities of that eventful battle-field.

FRIDAY, AUGUST 18TH.—At 9 A.M.: Election of Officers, and other business.

At 10 o'clock: Address by Hon. Henry Barnard, on 'The Principle of Association for the Improvement of Schools'.

At 11 o'clock: Address by the Hon. Thaddeus Stevens, Member of Congress from Pennsylvania.

At 2 P.M.: A paper on 'The Supervision of Graded Schools', by Hon. E. E. White, State Superintendent of Schools, Ohio.

Discussion of the same subject.

At 3 o'clock: A lecture on 'Education, as an Element in the Reconstruction of the Union', by Prof. J. P. Wickersham, Principal of State Normal School, Millersville, Pa.

At 4 o'clock: An address is expected from Maj. Gen. O. O. Howard, Superintendent of Freedmen's Bureau, Washington.

At 7½ P.M.: Transaction of business.

At 8: Brief Reports from the several states, resolutions, etc., etc.

SUBJECTS FOR DISCUSSION.

The following topics have been proposed for discussion:—

"What service can this Association render toward the establishment of Free Schools in the States lately in Rebellion?"

"The Relations of the National Government to Education."

"How to Cure the Evil of Irregular Attendance at our Public Schools."

NOTICES.

Free tickets will be given to members in attendance to return *only* over the routes passed over in going to the meetings, on all the railroads leading from Harrisburg to the following places:—New York, Elmira, Boston, Hagerstown, Baltimore, Pittsburg. Other arrangements are in progress to points farther west. Many other railroads leading to these points have granted similar reductions. Teachers and other members living at remoter points will need to arrange for the proper connections with these places.

N.B. The State Superintendent, or other school officer in each state, is earnestly requested to see that due notice, *in detail*, of railroad arrangements be seasonably given in school journals, local papers, or in special circulars, for his own section of the country. The proper parties to consult on these subjects are Prof. J. P. Wickersham, of Millersville, Pa.; S. P. Bates, Esq., of Harrisburg, Pa.; Edward Danforth, Esq., Troy, N. Y.; and W. E. Sheldon, Esq., Boston Mass.

A reduction of fares at the Hotels in Harrisburg, for members, on presentation of certificates of membership, will also be granted.

A meeting of the Normal School Association will be held in Harrisburg, in the rooms of the School Department, at the Capitol, on Tuesday, August 18th, 1865.

A local committee, consisting of Messrs. S. P. Bates, S. D. Ingram, and Miss A. Y. Woodward, will have in charge all matters pertaining to the reception and entertainment of the members, and the arrangements for the meetings.

The meeting of the American Institute of Instruction will be held at New Haven, on the 8th, 9th and 10th days of August. It is expected that arrangements will be made to accommodate those who wish to include both meetings in one trip.

W. E. SHELDON, Secretary.

Providence, June 30, 1865.

S. S. GREENE, President.

AMERICAN ASSOCIATION OF NORMAL SCHOOL INSTRUCTORS.

In accordance with the expressed desire of several gentlemen prominent among the Normal School Teachers of the country, it has been thought advisable to an-

- nounce that a business meeting of the American Association of Normal School Instructors will be held at *Harrisburg, Pa.*, on Tuesday, August 15th, 1865.

By invitation of Hon. Charles R. Coburn, Superintendent of Common Schools, the meeting will be held in the School Department Rooms in the Capitol.

It is hoped that all connected with Normal Schools will be present if possible. These institutions are rapidly multiplying in our country, and it is becoming daily more and more necessary that their work be well and philosophically done. Let all who are interested in their success, therefore, come together for counsel and the interchange of sentiments. Great problems, precipitated upon the nation by the war, must be solved in the coming years. Their solution is essential to our civilization, to say nothing of our existence as a nation. And who are more in the way of grappling with these problems than Normal School Instructors ought to be? Let all parts of the country be represented, therefore, at this meeting.

NORMAL, ILL., July 3, 1865.

RICHARD EDWARDS, President.

AMERICAN INSTITUTE OF INSTRUCTION.

The Thirty-sixth Annual Meeting of the AMERICAN INSTITUTE OF INSTRUCTION will be held in NEW HAVEN, Conn., at the MUSIC HALL, on the 8th, 9th and 10th days of August, 1865.

The Board of Directors will meet at the New Haven House on the 8th, at 10 o'clock A.M.

The public exercises will be as follows:

Tuesday, August 8.

At 2½ o'clock, P.M. the meeting will be organized, and the customary addresses will be made; after which there will be a discussion upon the following subject: 'Methods of Teaching Latin, especially to Beginners.'

At 8 o'clock P.M., a Lecture by Ex-Gov. Emory Washburn, on 'Civil Polity as a Branch of School Education.'

Wednesday, August 9.

At 9 o'clock A.M., a Discussion. Subject: 'The Free High School System.' To be opened by Hon. Joseph White, Secretary of the Massachusetts Board of Education.

At 11 o'clock, a Lecture by Wm. P. Atkinson, of Cambridge, Massachusetts, on 'Dynamic and Mechanic Teaching.'

At 3½ P.M., a Discussion. Subject: 'What Duties does the return of Peace bring to the Friends of Education, particularly in reference to the Freedmen of our country?' To be opened by Judge Russell, of Boston.

At 8 P.M., a Lecture, by T. D. Woolsey, D.D., President of Yale College, on 'The Teaching of Moral and Political Duties in the Public Schools.'

Thursday, August 10.

At 9 o'clock A.M., a Discussion. Subject: 'Methods of Presenting Moral Topics.'

At 11 o'clock A.M., a Lecture, by E. O. Haven, D.D., President of Michigan University, on 'The Indirect Benefits of School Education.'

At 2½ P.M., a teaching exercise in Physiology, illustrating the methods of Simultaneous Verbal and Linear Delineation, by Miss Melvina Mitchell, of the State Normal School of Westfield, Massachusetts; to be followed by a discussion.

At 8 o'clock P.M., a discussion; to be followed by brief addresses from representatives from different states.

At the last meeting of the Institute before the war, a majority of the states were represented, and that meeting, especially its closing session, was one of peculiar interest. Should not the return of Peace, opening new and broader fields for the teacher, make the first meeting after the war still more memorable?

Brief readings, by Prof. Mark Bailey, of Yale College, may be expected each day or evening.

The citizens of New Haven generously proffer gratuitous entertainment to lady teachers in attendance.

Particulars as to the usual railroad facilities and hotel rates will soon be announced.

The meeting of the National Teachers' Association will be held at Harrisburg, Pennsylvania, on the 15th, 16th and 17th of August, making it convenient to include the two meetings in one trip.

BIRDSEY GRANT NORTHPROP, President.

JOHN P. AVERILL, Secretary.

Boston, June 12, 1866.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE NEW-YORK STATE TEACHERS' ASSOCIATION meets this year at Elmira. It is to continue three days, July 25th, 26th, and 27th, and the programme is extensive. Among the subjects announced for discussion are: The Condition of Education; Higher Education of Young Ladies; Teachers' Institutes and best Methods of Conducting them; Nature and Uses of Logic; Classification in Physiology; Improved Methods in Education; Music as a School Exercise; Study of History; Duties of School Commissioners and Superintendents; Physical Education and Military Drill in Schools; Curriculum of Studies for Common Schools. Besides these, there are two Poems, and lectures and addresses on themes not named. We do not know the capacity and power of the Knickerbocker stomach; but if it can digest all that is here set down, we shall expect to hear repeated in respect to our friends in that state the scripture declaration: "And there were giants in those days."

Professor Edward North, of Hamilton College, is this year President of the Association. Most New-York and some Pennsylvania Railroads reduce their fare.

DETROIT.—Something more than two years ago, when the idea of securing a Superintendent for the Public Schools of Detroit was first proposed, it was thought of doubtful expediency, and it was finally adopted, not without strong opposition on the part of some members of the School Board. In the Report of the Board for 1864, the wisdom of the movement is testified to by the various committees, and high compliments are paid to the efficiency of their Superintendent, J. M. B. Sill, Esq. Under his efficient administration, marked progress has been made in the schools during the past year.

The average number of pupils enrolled during the year was 4,978; average attendance, 4,437; per cent. of attendance, 89.1; of tardiness on average attendance, 1.8. The cost of tuition per pupil was \$6.59. Salary of Principal of High School, \$1,150; Principals of Union Schools, \$1,000; female assistants, from \$340 to \$450.

DR. VALENTINE MOTT, one of the most eminent of American surgeons and of world-wide celebrity, died in New York about the 1st of May, at an advanced age. He left behind him a worthy record of his professional life.

New-York Teacher.

LOCAL INTELLIGENCE.

AN ABSTRACT OF THE PROCEEDINGS OF THE TEACHERS' INSTITUTE held April 25th to 28th inclusive, at Warren, Jo Daviess County, signed by H. H. Smith, of Galena, as President, and countersigned by Miss N. Gallup, of Dunleith, as Secretary, came to hand just too late for the June number of the *Teacher*.

The proceedings of this Institute were more than ordinarily interesting and profitable. Exercises of a practical character were given by various persons, from the county and from abroad. The topics discussed included School Government, Spelling, Reading, Composition, Writing, Geography, English Grammar, etc. Lectures were also delivered on Tuesday, Wednesday and Thursday evenings, and essays read on Friday evening,—the latter by Misses Densmore and Gallup. The officers elected, besides the above, were S. C. Hays and S. Rogers, Vice Presidents, and Miss S. A. Yerrington, Treasurer.

The resolutions adopted were as follows. The fifth is aimed, as we understand, at the Galena officials, and if the facts are as stated, we have only to say that it seems to us to be 'drawn mild':

Resolved, That this has been one of the most pleasant, thorough, and instructive Institutes ever held in Jo Daviess County

Resolved, That our thanks are due the citizens of Warren, for their hospitality in so generously entertaining us while in their midst.

Resolved, That we are indebted to Profs. Edwards of the State Normal School, Griffith of Batavia, and Parsons of Dubuque, Iowa, for the able manner in which they conducted most of the exercises of the Institute. They are thorough educational men, *live teachers*, and our hearty thanks are tendered them for their hearty coöperation in our behalf; we hereby elect them honorary members of the Jo Daviess County Teachers' Institute.

Resolved, That we tender our thanks to Rev. E. H. Avery for the very able address delivered by him at the Thursday evening session; also to all the ministers of the different churches for the interest they have taken in the various exercises during the week.

Resolved, That we extend our sympathies to those teachers who have been so unfortunate as to be employed by school directors who have so little interest in educational matters and the improvement of their schools as to refuse them the privilege of dismissing for the purpose of attending the Teachers' Institute.

Resolved, That the state organ, the *Illinois Teacher*, should find a place on the table of every true teacher in our county.

Resolved, That we conduct our next institute upon the same principles that we have the *present* session, and that *all* the teachers of the county be *urgently* invited to be present.

Resolved, That we, the teachers of Jo Daviess county, recommend the early introduction of Greene's Series of Grammars into all the schools of our county.

Resolved, That Prof. Parsons's book on Orthography, and Chart, are worthy of the attention of the teachers of our county, and we recommend their use in our schools.

STATE NORMAL UNIVERSITY.—The closing exercises of this institution for the present year were more than usually interesting. The examinations began on Tuesday, June 20th, and the entire series occupied four days, closing on Friday the 23d, with the Annual Commencement. Thursday evening the Address to the Literary Societies was delivered by Col. L. H. Potter, formerly a teacher in the institution. The graduating exercises of the Model High School occurred on Wednesday the 21st.

The attendance of strangers and citizens was, throughout, unusually large, amounting on Friday to more than 1,200 persons. There was every indication of the highest interest.

In the Normal there were eleven graduates, the largest number at any one time thus far, viz: Olinda M. Johnson, of La Salle county; Almaenia C. Jones, of Fulton county; Lucinda J. Stanard, of Bureau county; Bandusia Wakefield, of De Witt county; Thomas J. Burrill, of Stephenson county; John W. Cook, of Woodford county; William Florin, of Madison county; David M. Fulwiler, of McLean county; Oscar F. McKim, of Henderson county; Adolph Suppiger, of Madison county; and Melancthon Wakefield, of De Witt county.

In the High School the graduates numbered seven: Gertrude K. Case, of Normal; Clara V. Fell, of Normal; Charles L. Capen, of Bloomington; Howard C. Crist, of Bloomington; Hosea Howard, jr., of Bloomington; William McCambridge, of Normal; and Robert McCart, jr., of Bloomington. This was the first

class ever graduated at the Model School. They are thoroughly prepared for business, or for entering the best Eastern Colleges.

Reporters were present in numbers unusually large, from Chicago, St. Louis, Peoria, Bloomington, etc. We do not lay claim to an overstock of modesty, but we could not 'screw our courage to the sticking place', of transferring to our pages what some of our good friends have said about us at this time. We certainly feel grateful to the representatives of the press for the kind interest they have taken in the institution.

The next term begins on Monday, September 11th, 1865.

The University is under the control of the 'Board of Education of the State of Illinois', which consists of Hon. S. W. Moulton, of Shelbyville, President; Hon. Newton Bateman, of Springfield, Secretary; Dr. J. H. Foster, of Chicago; Walter L. Mayo, Esq., Albion; Walter M. Hatch, Esq., Bloomington; Charles P. Taggart, Esq., Peoria; George P. Rex, M.D., Perry; J. W. Schweppe, Esq., Alton; Henry Wing, M.D., Collinsville; William H. Wells, Esq., Chicago; B. G. Roots, Esq., Tamaroa; Hon. Thomas J. Turner, Freeport; Kersey H. Fell, Esq., Bloomington; Hon. W. H. Green, Cairo; Calvin Goudy, M.D., Taylorville.

The Faculty consists of Richard Edwards, Principal, and Instructor in Mental Science and Didactics; Edwin C. Hewett, Instructor in Geography and History; Thomas Metcalf, Instructor in Mathematics; Joseph A. Sewall, Instructor in Natural Science; Albert Stetson, Instructor in Language; Miss Emaline Dryer, Instructress in Grammar and Drawing; William L. Pillsbury, Principal of Model School; Miss Marion Hammond, Teacher of Primary Department.

FREEPORT.—We recently paid a visit to this enterprising city, and found Mr. Raymond laboring successfully in the High School. The graduating class gave their exercises in Fry's Hall, on Friday, June 30th. They consisted of five young ladies and one young man, the latter of whom has certainly the elements of a successful orator. Mr. Raymond has been assisted during the latter half of the year by Miss Ferris, of Galesburg, who appears to have been very successful in securing the love and esteem, not only of her pupils, but of all who know her. We wish Mr. R. the most complete success in his well-directed and earnest efforts in the good cause, and have no doubt that he will secure it. He has been appointed for the coming year Principal of the High School, and Superintendent of Schools, and his salary, without a word of solicitation from him, has been increased \$200. It is now \$1,400.

NOTICES OF BOOKS, ETC.

AFFIXES TO ENGLISH WORDS. By S. S. Haldeman, A.M. Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen & Co. Pp. 271.

This book is a treatise upon the origin and etymologic structure of the words of the English language. To the ordinary student our language is a structure built up of words taken from other languages, with their modifications. The author traces these words back to their elements, and shows us how these elements have been changed in form by different nations and, at the same time, the idea has been preserved. The real roots to English words are comparatively few, and a knowledge of the prefixes and suffixes of the language would diminish greatly the necessity of consulting dictionaries. Most of the new words appearing in successive editions of English Lexicons are old forms with the *affixes* already in use. Webster is said to have added 12,000 words to Todd's Johnson, and Worcester claims about 104,000 for his quarto of 1860.

The task which the author has assigned to himself has been a difficult one, and has been performed with great care and thoroughness. The systematic arrangement of the work makes it one of ready use even by those who are not familiar with the classics. The student will find it of great value as a key to the structure and meaning of words, and its careful study would contribute much to a greater fluency and exactness in the use of language.

W.

MITCHELL'S SERIES OF GEOGRAPHIES: Comprising *First Lessons in Geography*; *New Primary Geography*; *New Intermediate Geography*; *Geography and Atlas*. By S. Augustus Mitchell, Author of *Works in Ancient and Modern Geography*. Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen & Co.

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COMPANION POETS FOR THE PEOPLE: Illustrated. **HOUSEHOLD POEMS BY HENRY W. LONGFELLOW:** With Illustrations, by John Gilbert, Birket Foster, and John Absolon. Boston: Ticknor & Fields, 1865. Price 50 cents.

The plan of this series of Companion Poets, of which the Household Poems is the first, is "to present the choicest and most deservedly popular poems of the best poets in a tasteful and elegant style, and at the same time at a price so low as to bring the series within the reach of every household." Other volumes are promised soon. This volume is in paper covers, on fine paper, with good type and fine illustrations,—in a word, it is published by Ticknor & Fields.

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AMERICAN JOURNAL OF EDUCATION. New Series, No. 14, June, 1865. H. Barnard, Hartford, Connecticut.

This journal continues on its career of usefulness in collecting and preserving in permanent form a vast amount of educational intelligence and history, that without such gleanings would be inevitably lost. The present number contains articles on the following subjects:

1. Presidents of American Institute of Instruction, giving biographical sketches.
2. State Normal School at Millersville, Pennsylvania.
3. Progressive Development of Physical Culture.
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8. New-York State Teachers' Association, a historical sketch.
9. Advice to Students, by Men Eminent in Letters and Affairs.
10. Educational Intelligence and Miscellany.

This number also contains a portrait of Rev. S. E. Hall. Let teachers unite in sustaining this valuable journal.

PUBLISHER'S NOTICE—APOLOGETIC.

THE present number of the *Teacher* has been delayed much beyond the time at which it should have been issued. The causes producing this result were not foreseen, and occurred at so late a day that there was no remedy. The August number is already well under way, and will be sent out in a few days, and thenceforth we expect to be as prompt as the most punctilious of our readers could desire.

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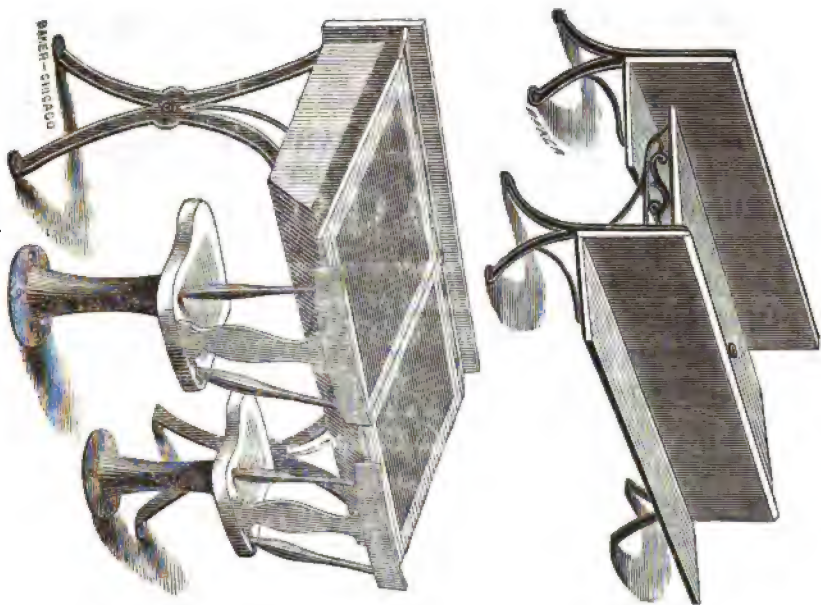
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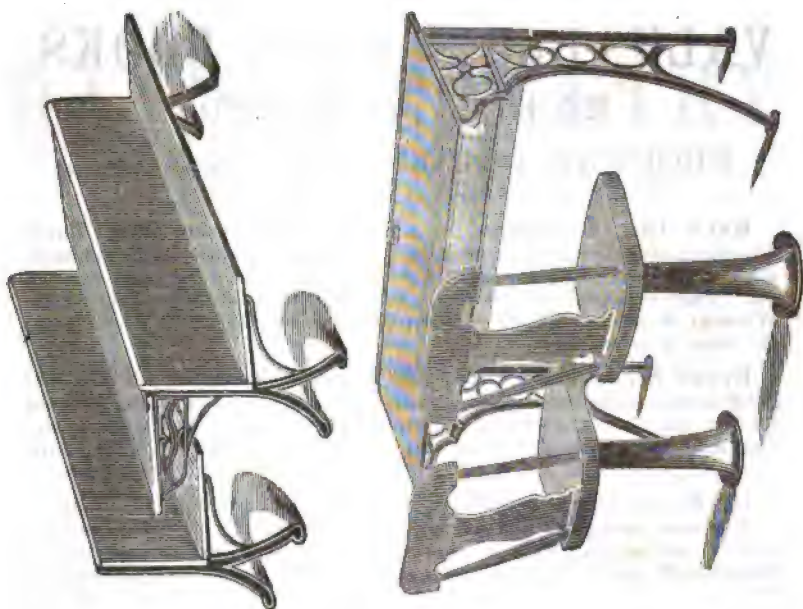
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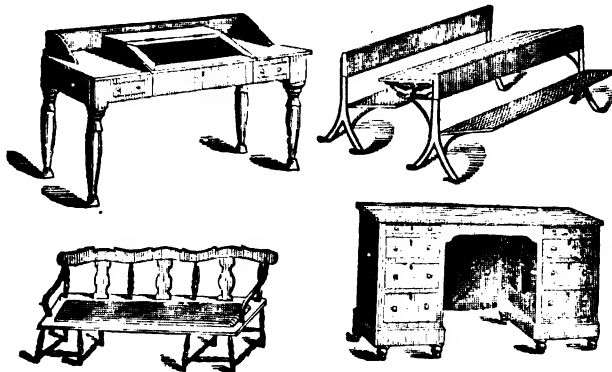
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Volume XL

AUGUST.

Number 8.

~~—Educ P 188-8~~

THE

Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

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S. H. WHITE, MATHEMATICAL EDITOR, *Chicago*.

Peoria, Illinois:

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C I R C U L A R

TO THE PUBLIC.

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York City became associated with Geo. Sherwood, and they jointly purchased the entire interests of all the Stockholders of the said Company, and have continued to manufacture all the articles ever made by the Holbrook School Apparatus Company.

During the last year, however, instead of manufacturing at the East, as formerly, we have moved our machinery to this city, and now in connection with our extensive School Furniture Manufactory, we make, not only all such articles as formerly were made by the Company, but have made many improvements in the old articles, and we are adding from time to time such new things as the progress of the times demand; and we now challenge contradiction by saying that in addition to our extensive publishing house, and large assortment of School Books and miscellaneous stock necessary for a general jobbing trade, that we have constantly on hand in our ware-rooms, a larger stock, and better collection of all kinds of Apparatus, including Holbrook Apparatus, Philosophical and Chemical Apparatus, Magic Lanterns and Slides for same, School Furniture, and all kinds of School Merchandise, Outline Maps, School Tablets, Physiological, Astronomical, Geological and other Charts, &c., &c., than can be found in any establishment in the country.

We would call especial attention to our new set of Outline Maps, just published by us, and edited by A. M. Gow, Sup't Schools, Rock Island. These Maps have all the latest improvements including designation of the battle-fields of the late Rebellion, principal Railroads, &c.

GEO. & C. W. SHERWOOD.

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ILLINOIS TEACHER.

VOLUME XI.

AUGUST, 1865.

NUMBER 8.

MAN A WORKER.

[Concluded from July number.]

WE all know of what a fearful development some of the desires are capable if they are only indulged without restraint. The miser gloats over his gold and labors to acquire more and more, no matter how great his acquisitions, and would rather spill his blood than spend his money.

Othello and Lady Macbeth, though creations of Shakspeare's imagination, both find their perfect type in real life. But these desires and passions, as well as all others, when properly directed and stimulated by right objects, are as powerful agents in building up the perfect man as otherwise they are in making him a perfect devil.

The moral powers, too, every one of us knows, need educating. Not that I believe man to have nothing good in him, and to be wholly bad; for if this were true, I do not see how he could in any way be treated as a moral being. Such treatment of such a being would be like trying to make a deaf man hear by whispering to him when separated from you by a brick wall. But I only assert what the experience of each one of you will affirm, when I say that a man feels stronger for doing his whole duty in spite of obstacles and dangers, and that after conquering once he can conquer more easily again. There are no victories in the moral world like that of King Pyrrhus won over the Romans, which made him exclaim "Another such victory would ruin me."

I have brought, so far, a small part of that evidence which can be drawn from the analogy of things below man, and from what we observe of the nature of human powers, mental and physical. There are other indications that point in the same direction.

We are so constituted that pleasure or happiness, for which we all strive so constantly, is obtained only as a secondary result of some ac-

tion. Eat and live: do and be happy. The result is no less sure in the one case than in the other. A man might about as well commit suicide as be perpetually afflicted with *ennui*. They who have no nobler employment than helping each other kill time enjoy but little, and are in a fair way to kill themselves, mind and soul. We see how wise such an arrangement is when we consider how large a portion of the race are dependent upon their own exertions for their daily bread. We speak of a man of a liberal education, but we usually mean that he has studied such things as will fit him to enter one of the so-called liberal professions. For those studies the Germans have the expressive term *brodwissenschaften*, or bread-and-butter sciences. Does not God, by making happiness in so great a measure conditional upon action, so that a Hamilton has it; "Perfect happiness is the result of the perfect harmonious action of all the powers," indicate that he looks upon all right acts with favor? "If any would not work, neither should he eat"; "If any provide not for his own, and specially for those of his own house, he has denied the faith, and is worse than an infidel", are not rules of Political Economy alone.

Again, you must all of you have noticed that no small degree of enjoyment is found in the very pursuit of an object; some times more in the pursuit than in the object when obtained. Izaak Walton doubtless enjoyed more the catching than the eating of fish. So, too, in scientific inquiry, the investigation puts the strongest minds to the severest strain, affording them pleasure corresponding in intensity, so long as the investigation lasts, while the results are viewed without emotion. The philosopher Malebranche said "If I held Truth captive in my hand, I should open my hand and let it fly, in order that I might again pursue it and capture it"; and Lessing, "Did the Almighty, holding in his right hand Truth, and in his left Search after truth, deign to tender me the one I might prefer,—in all humility, but without hesitation, I should request Search after truth."

Success, too, usually comes only as the result of long-continued effort. We have already seen that this is true so far as regards mental and physical training; but now I refer to the accomplishment of things undertaken. An acorn, by chance covered up by dirt or leaves so that it may grow, sends up a tiny shoot, which drawing nourishment little by little from the earth around, from every breeze that kisses its leaves, and from the sunlight that warms it, lifts itself up and spreads out its waving branches on every side; the tempests that blow over it only cause it to embrace its mother earth with a firmer grasp, even thus as it strikes its roots out more broadly and deeply, gaining new materials for growth. In time it towers high, a majestic tree of the

forest. It is a noble result, apparently accomplished with the greatest ease; but who shall tell the power of those forces that have been so silently yet surely working? Who shall measure the strength of the machinery that, thrusting its delicate fingers far under ground, has seized whatever was suited to the building above, and has sent it along the thoroughfares of root and trunk and branch to its appropriate place? Who shall tell how much air has been analyzed in the ten thousand laboratories of the tree, deprived of a part of its subtle gases and set free? Who shall count the number of rays of sunlight that it stores up? The tree thus built shall stand for ages, putting forth its leaves and bearing its fruit. And man follows in track with Nature, in doing whatever he does that is any degree abiding. A Prescott writes Histories of Spain, Mexico, and Peru, so simple and easy in style that, if you think of it at all as you read, it seems as if you could have done the work very easily yourself. But Prescott spent ten years in careful study before he began to write. His fame, though it came in a day, was not suddenly acquired. I need not call to your memory the names of multitudes who have won splendid success only by persevering toil. Their names abound in every department of science, and are as familiar as the names of father and mother. Demosthenes, Galileo, Newton, Franklin, Fulton, Clay, Audubon, Agassiz, and a host of others not less famous than these, whom time would fail to mention merely.

In our country the spirit of labor has been more a living spirit among all classes than in any other. The question that we first ask of a man is "What can he do?" and if the reply comes that he can do nothing, you know the estimate that is at once put upon him. It is said that it takes all sorts of people to make a world; but in our part of the world we recognize no necessity for drones. Let us look a few moments at the youth of our country, and see if we shall not find that our principle may be extended to nations, as well as individuals, in its good effects.

A little more than two hundred years ago New England (I speak of N. E., for there, if any where, were the foundations of our government laid)—a little more than two hundred years ago New England was a wilderness, unbroken, save by a few feeble settlements scattered along the sea-coast. Extensive forests, whose hoary monarchs, long before overgrown with moss, had recorded the lapse of centuries, covered hill and plain, or inclosed by the river-side a green meadow. The Indian, without civilization in any of its forms, held undisputed sway over all these uninviting wastes. The rivers, bearing upon their bosoms only the light canoe of the red man, flowed to the sea un-

conscious of their power and ignorant of art. The clear lakes, the beautiful landscapes, and all the grandeur of the scenery, were known only by the wandering savage and the eye of him who of old laid the foundations of the hills and marked out the courses of the rivers. The traveler followed the war-path of the braves or the tracks of the wild beasts through the forests. But now how changed! The primeval oaks and pines have been swept off by the ax of the pioneer; green fields and pastures cover plain and hill-side, and herds and flocks graze where once were the haunts of wild beasts. The white man with education and refinement occupies the land. The place of the wigwam is filled by the abode of luxury, the school-house, and the church. There are manufactories upon every river, and the hum of busy machinery rises from every valley. Steamers ply along the coast and across the great waters. Commerce visits every land, carrying the products of skillful labor, and bringing again all things to administer to the pleasures and wants of body and mind. Every year thousands of tourists visit the grand mountains and picturesque lakes. Highways and railways cross the country in every direction; and the frequent post, nay! even the lightning, carries the thoughts of people from one to another. What has been the cause of this mighty change? we ask almost involuntarily. Could we not trace each advancing step in this march of improvement, we might almost think that some divinity, with more than the power of Orpheus to charm wood and stone, had been through the land and wrought the marvelous transformation. But the only god has been the genius of labor guided by shrewd sense and served by an indomitable will and skillful hands. Here in the West the same spirit has accomplished results almost as stupendous with much greater rapidity.

What has been the result of this state of things? Good, or bad? Every man has been a laboring man; toil has been honorable; the laboring man has been respected; we are all peers; we have a government that approaches nearer perfection than any other ever established; we provide liberally for the education of all; talent is fostered, whether it appear in the hut or the home of wealth; a man finds here a freer field and fewer obstacles than any where else in the world; if we have not, as some who, like the Children of Israel, still sigh for the leeks and onions of Egypt, would assert, produced the noblest type of manhood (and shall we believe this when we contemplate the character of our noble martyr President?), we have certainly raised the mass of the people to a higher level in every respect than they have elsewhere attained; we have a country that has just triumphed gloriously in a bitter war waged upon her by the up-

holders of an aristocracy of birth and caste, and the despisers of labor and the laborer; and a country that has come out of the conflict so strong that we would fain hope that, so long as justice and truth prevail within her borders, all the powers of earth combined shall not shake her.

Surely toil, though it comes to us some times with dirty hands and clad in soiled raiment, does much to build up man, body and soul, and to give him a country worth living or dying for.

One word in conclusion: "*Si vis me flere, dolendum est primum tibi*", "If you would have me weep, you must first grieve yourself", were the words of an ancient instructor in oratory to one of his pupils. So you, if you would prove yourself worthy to live in these times, if you would have your work effective upon yourself or upon others, must throw your soul into your task, whatever it be, and act well your part. Never before was the sphere for labor so extensive as to-day; never before was the domain of knowledge so broad, nor the fields of inquiry so numerous; never before was toil so remunerative; never before were the prospects of humanity so bright as they are to-day; never before was the future of our country, which is still in the growing vigor of youth, so full of promise. For earnest, cheerful, constant labor, the call comes to us all:

There 's a fount about to stream,
There 's a light about to beam,
There 's a warmth about to glow,
There 's a flower about to blow;
There 's a midnight blackness changing

Into gray:

Men of thought, men of action,
Clear the way.

Aid the dawning tongue and pen;
Aid it, hopes of honest men;
Aid it, paper; aid it, type;
Aid it, for the hour is ripe,
And our earnest must not slacken

Into play:

Men of thought, men of action,
Clear the way.

L.

THE teacher should be tested by the progress of his school, by the thoroughness of his methods, by his habits of diligence and industry, and by his freedom from the clap-trap manner of securing a momentary popularity. These points can be best ascertained by frequent visits of competent men to his classes during working-hours.

A TALK WITH MY BOYS ON SELF-GOVERNMENT.

COME, boys, shall we have a short talk before we begin our day's work? How many say aye? Very well. We'll have one. By the way, boys, do you know that some how a few of the talks we have had have got into print, and that some educational journals have reprinted them as their original talks, without saying so much as 'Thank you'? You remember our 'talk on meanness', do n't you? Well, I have seen that given in several monthly journals as if made originally for them. What think you of that way of editing a journal? *It's mean*, do you say? It would be so if any wrong were intended. But the editors at fault did n't mean to be mean. They were only a little careless. I thought of giving them, in the next number of the *Massachusetts Teacher*, a very gentle hint in regard to allowing 'credit' when they borrow; but I guess, upon the whole, I won't say any thing about it.

Now for our talk. What shall it be about? Something about the duties of to-day—something practical. *Self-government*: that's the subject. Look straight into my eyes, boys, and think hard. John! ah, I see you are attending now; just keep a sharp lookout for what I am going to say.

We have a day's work before us. That work is very important. It ought to be done. It must be done in one way or another. The question is How shall it be done? Two things chiefly are necessary. What do you suppose they are? Who can tell? Well, Master George, what say you? *Good order and hard study*. Exactly right. And now comes the question How shall we obtain good order and hard study? Who will bring about those two necessary things? Shall it be you, boys? or shall it be I, the master? Will you take care of yourselves, and do your duty? or shall I try to force you to do what you ought? Will you do well under the government of your own sense of right? or shall I govern you? If you behave well, shall it be because, on principle, you honestly try to do so? or because you are afraid you will be punished if you behave ill?

Master Edward and Master William, please step this way. Face the school. That's right. Now, boys, fix your eyes on Master Ned, while I suppose—only suppose, mind you—some things about his possible behavior to-day.

Suppose that he plays, or whispers, or annoys his neighbors, when I am not looking at him. Suppose that he acts so as to keep me con-

stantly on the watch to prevent him from doing some sort of mischief. Suppose that I am obliged to say to him again and again, 'Attend to your lessons'.

Now look at Master Will. Suppose that he minds his own business; avoids disturbing his neighbors; resists all temptations to play; studies constantly and energetically. Suppose that he acts on good principles; tries to help his teacher in all possible ways; behaves as well in his teacher's absence as in his presence; is conscientious in little matters as well as in great matters; and does all this because he feels that he ought to, and not because he is afraid to do wrong.

Look at these two boys, and granting that Ned and Will are such boys as I have, for illustration, supposed, tell me which is the more worthy of respect—Ned, whom I am compelled to govern, or Will, who is man enough to govern himself? Which is the more likely to succeed in obtaining a good education? Which would be selected by any business-man who wanted a trustworthy boy in his store? Which is the more likely to become a man who will command the confidence of all who know him? Ah, boys, little do many of you see how close a connection there is between the character of the boy and that of the man. A good, honorable, upright, manly boy is almost certain to become a worthy man; whereas the boy who obeys rules only when he dares not break them, who watches for opportunities to do wrong, is in a fair way to become a man who will take advantage of his neighbor when he can safely do so, and will be as mean a man as he can be outside of the penitentiary.

My boys, did it ever occur to you that school is a little world; and that you here show, on a small scale, the characteristics which you will show, by-and-by, on a large scale. What would you think of a man who refrained from stealing, or swindling, or any other crime, not because it was wrong to commit the crime, but solely because he was afraid of being sent to the State-prison? Do you think people would trust such a man?

On a smaller scale, what do you think, and what shall I think, of a boy who acts, not from a sense of duty, but from a cowardly fear of punishment?

Tell me now frankly, boys, is n't it better to be like this Master William, as I have described him, and govern yourselves, than like the Master Edward I have supposed, and be governed by me? How many think so? Very well. Let me see how many will show by their acts to-day that they really think so.

I need not tell you, scholars, that this Master Ned is not the bad boy I supposed him to be. You all know that he is one of my truest

boys; and if Master Will is n't quite as correct as I have described him, I hope he soon will be.

Now all to your work in good earnest. Remember to govern yourselves, if you will. If any are so weak, or so wicked, as not to be able or willing to do their duty, I shall certainly give them all necessary aid.

Massachusetts Teacher.

THE GRAVE OF LINCOLN.

BY EDNA DEAN PROCTOR.

Now must the storied Potomac
 Laurels for ever divide;
 Now to the Sangamon fameless
 Give of its century's pride.
 Sangamon, stream of the prairies,
 Placidly westward that flows,
 Far in whose city of silence
 Calm he has sought his repose.
 Over our Washington's river
 Sunrise beams rosy and fair;
 Sunset on Sangamon fairer —
 Father and martyr lies there.

Kings under pyramids slumber
 Sealed in the Libyan sands,
 Princes in gorgeous cathedrals,
 Decked with the spoil of lands;
 Kinglier, princelier sleeps he,
 Couched 'mid the prairies serene,
 Only the turf and the willow
 Him and God's heaven between;
 Temple nor column to cumber
 Verdure and bloom of the sod —
 So in the vale by Beth-peor
 Moses was buried of God.

Break into blossom, O prairies!
 Snowy, and golden, and red;
 Peers of the Palestine lilies
 Heap for your Glorious Dead!
 Roses as fair as of Sharon,
 Branches as stately as palm,

Odors as rich as the spices —
 Cassia, and aloes, and balm —
 Mary, the loved, and Salomé,
 All with a gracious accord,
 Ere the first glow of the morning
 Brought to the tomb of the Lord.

Wind of the West! breathe around him
 Soft as the saddened air's sigh,
 When to the summit of Pisgah
 Moses had journeyed to die;
 Clear as its anthem that floated
 Wide o'er the Moabite plain,
 Low with the wail of the people
 Blending its burdened refrain.
 Rarer, O wind! and diviner —
 Sweet as the breeze that went by,
 When, over Olivet's mountain,
 Jesus was lost in the sky.

Not for thy sheaves nor savannas
 Crown we thee, proud Illinois!
 Here in his grave is thy grandeur;
 Born of his sorrow thy joy.
 Only the tomb by Mount Zion,
 Hewn for the Lord, do we hold
 Dearer than his in thy prairies,
 Girded with harvests of gold!
 Still for the world through the ages
 Wreathing with glory his brow,
 He shall be Liberty's Savior;
 Freedom's Jerusalem thou!

N. Y. Independent.

YANKEE NOSHUNS.—The noshun that skeul-houses are cheaper than staitis-prisons. The noshun that men are a better crop to raise than enny thing else. The noshun that a people who have brains enuff kant be governed by enny body but themselves. The noshun if you kant make a man think as you do, to try to make him do as you think. The noshun that the United Staitis is liable at enny time to be doubled, but aint liable at enny time to be divided. The noshun that Uncle Sam can thrash his own children when tha need it. The noshun that the Yankees are a fore-ordained rase, and kant be kept from spreading and striking in enny more than turpentine when it wunce gits luce.

JOHN BILLINGS.

WASTE OF LETTERS.

TACHYGRAPHY *versus* PHONOGRAPHY.

THE editorial article in the *Monthly* entitled 'Waste of Letters', has awakened and given expression to a restless desire for relief from the drudgery of writing, which will not be fully satisfied till some effectual means of avoiding this toil has been pointed out. The problem is, 'To save three-fourths or more of the labor and time now spent in writing.' Can it be done? Is there not some serious drawback to all success gained in this quarter? The Chester (Vt.) correspondent, Rev. 'C.C.T.', has shown a way worthy of consideration. If there is any hope of saving to the editor, the lawyer, the clergyman, and all classes of literary and business men, three-fourths of their present drudgery of writing, every means which promises success deserves a candid consideration.

Rev. Mr. T. refers us to Phonography, invented and published by Isaac Pitman, of England. This system has claims, and they have been for twenty years urged upon literary men. The writer of this article was for many years a teacher of that system, and labored devotedly for its general introduction. If ten years of fruitless toil and bitter sacrifice entitle him to speak, he must in sorrow confess that he has no hope of relief from this quarter. Hundreds, aye, thousands of persons have tried this system and abandoned it for ever. Five hundred thousand text-books have, I suppose, been sold in this country alone, devoted to this system. Five thousand teachers have, I estimate, attempted its introduction. And what is the result? The text-books lie untouched; and the teachers are silent. It is not true, as our correspondent supposes, that thousands now use this style for correspondence. There was a time when it may have been true; but they have long since put down their phonographic pens, and will never take them up again. Our correspondent writes his sermons in this way, and supposes that multitudes of other ministers do the same. Here again he is mistaken. I, too, supposed so once; but the number is really small. During the last five years, I have not been able to find fifty ministers who so write their sermons, and I have more than ordinary facilities for ascertaining.

I say these things, because success in the grand issue demands a rational view of the field. The introduction of Phonography into schools is advocated by Mr. T. This would be done with a practica-

ble system; but nearly all schools have abandoned the effort after a brief trial. The Waltham (Mass.) public High School has been noted for teaching the art for ten years, and to-day they can not number six rapid writers among their pupils. But I must draw a veil over these disclosures. If I should tell half that *I know* concerning the utter and unmitigated failures to introduce the art successfully, I should destroy the confidence of many of your readers in the possibility of success by any style of brief writing. I do not wish to do this. I believe success is possible. I believe that we have now in Tachygraphy, or Lindsley's phonetic short-hand, a style as much more practicable than Mr. Pitman's system as that is better than the rude stenography adopted in the days of Cicero.

Rev. Mr. T. says "It is true that the system (Pitman's) is somewhat difficult of acquisition." Such is not the case with Tachygraphy. It can be mastered more easily than common longhand. Besides this, its simplest style can be written twice as rapidly as the corresponding style of phonography. Again, it is vastly more legible than phonography—quite as legible as the best-written longhand writing. Old writers and teachers of Phonography are every where taking up this new style, and they advocate it with an enthusiasm proportioned to their former disappointment. The leading principles of the new system are, First, *Continuity*. The signs for the vowels are joined in the outline, which adds greatly to the speed of the writing. Secondly, *Definiteness*. Every letter has a form of its own, instead of depending on the accident of position, as the vocal signs in Pitman do. Thirdly, *Simplicity*. All arbitrary word-signs and contractions are avoided (in the common style), and the letters that form the word (when spelled as pronounced) are written one after the other, in the same natural, graceful manner as in the ordinary handwriting. Speed is gained by using a simple letter of one stroke in stead of the old letters which require three to seven strokes, and by omitting all silent letters.

If one-half the effort had been bestowed on this new system which has been wasted, during the last twenty years, on Phonography, the country would have been full of rapid writers, the art would have flourished long ago in all our schools, and the drudgery of writing have been ended for ever.

American Educational Monthly.

If you are looking at a picture, you try to give it the advantage of a good light. Be as courteous to fellow creatures as you are to a picture.

DEDICATION OF THE STATUE OF HORACE MANN.

THE announcement of the proposed dedication of the Mann Statue being made on Monday, the audience was less than it otherwise would have been, but still several hundred were gathered to witness the exercises, which took place at 8 o'clock. The statue is placed on the west of the approach to the main entrance in front of the State-House, the corresponding position on the east side being occupied by a statue of Webster. It was erected, as is well known, to perpetuate the memory of Horace Mann, the first Secretary of the Board of Education; the founder of the first State Lunatic Hospital in the Commonwealth; the originator of the Normal-School system; whose zeal and eloquence have done more for our common schools than any other in the country; whose life was full of good deeds; to Horace Mann the teacher and philanthropist,—not to Horace Mann the politician,—has this monument thus been erected.

The statue, which is of bronze, about nine feet in height, was executed by Miss Emma Stebbins at Rome, and cast at Munich, and cost about \$5,000. It is erected on a pedestal of brown stone, and suitable dimensions and appropriate design, costing \$1,500 additional. It is not one of the least interesting facts connected with this memorial that the sum raised therefor was subscribed by people in the humbler walks of life. The larger portion of it was in sums from 25 cents to \$1 contributed by children and teachers of the public schools of the Commonwealth. The cost of the pedestal was defrayed by a special appropriation by the Legislature.

To Miss Stebbins, however, is more than ordinary credit to be given for the successful manner in which she has fulfilled the commission intrusted to her. She has labored unremittingly upon the work, moved as much by admiration of her subject as by love of the sculptor's art, of which she has here proved herself no unworthy devotee. Horace Mann's genius and goodness wrought in her new inspiration as she has wrought into the rugged bronze the almost living lineaments of the departed philanthropist.

The statue remained veiled until the conclusion of the address of the Chairman of the Committee, Dr. S. G. Howe. Bond's Band furnished the instrumental and children from the public schools the vocal music. The audience was assembled upon the portico of the State-House, upon the steps leading thereto, and in the inclosure in front.

SPEECH OF SAMUEL G. HOWE.

Friends and Fellow Citizens: The instincts of mankind in all ages have led men to erect monuments of some kind to perpetuate the memory of those individuals who manifested in any striking degree qualities which were held in the highest esteem in their days. Savages raise a pile of stones over the bodies of their strongest and most cunning chiefs; barbarians erect monuments to the great destroyers. Some civilized people erect statues to great generals; democracies raise statues to great orators; aristocracies to kings and rulers. Given the monuments of any people or any set of men, and you may know the character of the people or men.

In all ages the highest arts have been called upon to celebrate and perpetuate on canvas, in marble, or in bronze, the virtues and excellences of those whom the people held in high esteem. Hitherto, for the most part, these honors have been monopolized by the great fighters, by the great writers, or by the great talkers. We, to-day, dedicate a monument to the memory of a man whose greatness consisted in his love for his fellow men, in his confidence in their innate goodness and their capacity for improvement, and in his burning zeal to elevate and to improve his fellow men. He loved the people, he lived for and labored for the people, nay, he died for the people, inasmuch as his premature death was brought on by over zeal and over work in the cause of the education of the people. Fellow citizens, it is proper that such a State as Massachusetts should rear a monument to such a man, for it is alike the proof of his greatness and goodness, and of their virtue and intelligence. And the people of Massachusetts have done it; for the means for erecting this statue were given by the people at large, not by the rich. A few rich gave of their abundance; many more gave of their poverty. The school-master who could spare but a dollar, the school-mistress who could spare but fifty cents, the little boys and girls who could give but a dime, have all contributed to this work; and the State of Massachusetts herself, as if to stamp her approval upon it, by the vote of the Legislature contributed money to build the pedestal. The work itself has been done by a woman, by a woman of genius and art, by a woman who was inspired by the nobleness of her subject, and whose cunning hand has wrought out in bronze the monument which we now unveil to you — the statue of Horace Mann.

Applause greeted the unveiling of the statue to the multitude, attended also by music from the band. Maggie P. Walker, a little daughter of James P. Walker, ascended the platform and placed a

wreath of laurel upon the head of the statue, eliciting renewed enthusiasm. After instrumental and vocal music, prayer was then offered by Rev. Dr. R. C. Waterston. His Excellency the Governor was then introduced and received with applause. He addressed the assembly.

SPEECH OF GOV. ANDREW.

On the 17th of June, the anniversary of the Battle of Bunker Hill, we dedicated on the banks of the Merrimack a votive column, reared to the memory of those who fell as the first martyrs in the great rebellion. To-day, the 4th of July, near the shore of the bay of Massachusetts, we inaugurate this statue of enduring bronze, to preserve in memory and to hand down to the generations the form and features of a sage, whose life helped to make those simple citizens heroic soldiers, and to render possible the triumph of liberty and manhood, of which the demonstrations signaling this anniversary are a joyful and continental celebration.

They were young and bore the weapons of war when they fell. He was mature in age and knew no weapon but his voice and pen. They obeyed their country and marched the moment they heard her call. He was elect from his early manhood to his high vocation, when at his graduation from college he discoursed on *The Progressive Character of the Human Race*. Theirs was a brief, sharp conflict. His was the struggle and the toil of many manly years. Worn out by excessive devotion to the work, he—not less than they who were slain in fight—seemed to the vision of man to have died before his time.

In May, 1796, HORACE MANN was born, a native of Massachusetts. Graduated at Brown University in Rhode Island, where he was afterward a tutor of Latin and Greek, he became in 1823 a member of the bar of Norfolk. The next year, 41 years ago this day, he delivered at Dedham an Oration commemorative of American Independence. Three years after that he was chosen to represent the town of Dedham in the General Court of the Commonwealth. In 1836 he was President of the Senate, having been elected a Senator from Suffolk, where he had removed his residence, and become a citizen of Boston.

It was in his chair as the presiding officer of the Senate that I first saw this truly eminent and most impressive person, who, though already ripe in age, mature in thought, and of much experience in affairs, had then scarcely laid the visible foundation of his subsequent great and enduring fame. It was one year later than that when he became Secretary of the Massachusetts Board of Education. And in that new position, which he *created* rather than filled, he rose, by a rare genius for a work in which he could become the benefactor of

mankind, to lasting and acknowledged greatness. He proved how lofty thought, how grand ideas, exact and precise learning, combined with poetic conception, with careful and toilsome elaboration of the humblest details, and with energy and undying faith, could be united and made visibly manifest in the life of a single man.

It is hardly too much to affirm that the eleven years of his service as the head of the system of popular education in Massachusetts lifted the cause itself into a prominence and value in the public thought not known before, reformed and vitalized the system itself, and thus far, until this hour, has given to all other men their sufficient task in trying to hold up the standard he reared almost alone.

The death of John Quincy Adams, in his place in Congress, turned the people toward Horace Mann for his successor. He obeyed their call. In 1848 he ascended the steps of the Capitol, to wear the mantle of that wonderful old man, who, after his own public career had once apparently ended, had contributed more to the lasting fame of Massachusetts and to American liberty than had been done by all his contemporaries in the public service from his native Commonwealth.

In Congress, or on the stump, in the court-room when he defended Drayton and Sayres under a ferocious slave-code, Horace Mann may be truly declared to have achieved, by means of his marvelous dialectics, his absolute devotion, his endurance of labor, his ingenious and fertile versatility of intellect, all that could have been expected of a person whose previous life had been that of uninterrupted political or professional employment. And yet he, for a dozen years, had laid aside the law, for which he was educated, and had abandoned political life, for which he had exhibited so much adaptation, and had given his heart and brain and hand to the single task, with undivided effort, of elevating the district school, and of bettering the system by which children were taught the common rudiments of common knowledge.

In 1853 he accepted the Presidency of Antioch College, in Ohio, and there he expended the last six years of a most active, devoted and memorable life of duty and high example. On every work he undertook he stamped *himself*. Thenceforth it bore the image of his powerful will, his lofty conceptions, his singular independence, his faithful integrity; and these works, the amelioration of man's estate by which he made posterity his debtors, are the true monuments commemorative of such a character and such a life.

Not for his sake, therefore, but for ours, and for our children's, in the name of Massachusetts and in behalf of her people, of the sacred cause of learning and the holy cause of liberty, I inaugurate this

monumental effigy of HORACE MANN. Here shall it stand, mute but eloquent, in sunshine and in storm. On the brow of Beacon Hill, in front of the Capitol of the Commonwealth, side by side, the statues of Webster and of Mann will attract the gaze of coming generations, defying the decays of time, long after these living men and women who assist in this day's ceremonies shall have slept in the dust of their fathers.

On the one hand is the statue of Daniel Webster, the great Jurist, the great Statesman, the great American. On the other hand is the statue of Horace Mann, the teacher of Philosophy in its application both to politics and to popular learning, whose constituency was mankind. The rising sun of the morning will turn from the purple East to salute his brow; and when his golden orb ascends to the zenith, shining down from on high in the heavens, he will wrap and warm them both with generous embrace in his lambent love and glory; and when at last the god of day is descending beneath the horizon, his expiring ray will linger upon the brow of Webster.

The closing remarks of the Governor were undoubtedly the inspiration of the moment; for just as he was finishing his address, the light of the rising sun, having already enveloped the statue of Mann, was just beginning to play on the head of the statue of Webster. The setting sun would reverse the picture.

REMARKS OF MR. PHILBRICK.

Mr. Philbrick remarked that he was happy to participate in the exercises of the occasion, in doing honor to the greatest advocate of popular education on the most auspicious morning of the national anniversary. He himself stood as a humble representative of that class for whom Mann labored, lived, and died,—those who have in immediate charge the education of the children of the land. Mr. Mann had many titles to our admiration and regard; but the monument was reared mainly because he devoted himself to the cause of education as the inspiration and special mode of his doing good to mankind. To a friend he said that all his air-castles in youth had reference to doing some benefit to mankind, and some how he had the conviction early in life that knowledge was the needed instrumentality for its accomplishment. He saw that the improvement of his own mind and heart, the cultivation of his own character with a view to use his talents for the benefit of mankind, was the true and lawful end of all aspiring. He came naturally to see that the greatest work that could be given to man was to labor to diffuse among men knowledge and virtue. He

came to see that the only mode for the preservation and the perpetuation of our free institutions, and the blessings flowing from them, was through the intelligence and morality of the people, to be secured through the public schools. He rose thus step by step to the height of the great argument of universal education as the means of liberty, as the means of national prosperity and national happiness. He went further, that it is the undoubted right of every child born into the world to have an education, and that it is the bounden duty of the State to provide that education to every child within its limits. Mr. Philbrick then spoke of Mr. Mann's labors as Secretary of the Board of Education, and for the encouragement and adequate compensation for competent teachers, and closed by expressing the idea that there was not one in this Commonwealth who was not better educated by reason of the labors of Mann than he otherwise would have been, and that there was no one who was not better than he would have been had not this great man lived and labored in this Commonwealth.

Rev. Thomas Hill, President of Harvard University, was next introduced.

REMARKS OF REV. MR. HILL.

We have dedicated this statue, fellow citizens, not more to the memory of him of whose bodily presence it is so faithful a reminder, than to those great principles to which, especially during the twelve years in which he was first Secretary of the Board of Education, he dedicated himself with such wonderful zeal, energy, and success. So long as it stands here on its firm pedestal, let it perpetually remind the people of this Commonwealth and their representatives in these halls of legislation that Massachusetts, by his appointment eight-and-twenty years ago last Thursday, pledged herself to lead those states who take a wise interest in the education of their citizens. Nobly did she struggle under his guidance, and with his powerful aid, to redeem that pledge. Let him, as he stands here in ever-during bronze, warn and admonish her that nothing but a perpetual struggle will enable her to maintain her place. The genius of the sculptor has filled those motionless lips with his wonted expression of mingled tenderness and severity, of stern self-renunciation and inflexible devotion to his undertaken task; and if Massachusetts listens, she can not fail to hear in their silent eloquence the words "Honor not *me*, but honor the principles for which you gave me the opportunity to labor; remember that it is the right and duty of a state to give to each one of her children that amount and that kind of education which shall best enable him to serve mankind."

Let us listen to his doctrine, for it is true. What St. Paul says of the Church holds also of a nation. We are all one body, and members in particular. Each individual member of the body-politic serves best his own interests by serving the interests of the whole,—and the nation best serves the interests of the whole by guarding carefully the interests and the rights of each individual. The least honorable members are oft times most useful and most worthy of especial care. In this newly-regenerate nation, therefore, let there be no North nor South, no East nor West, no Celt nor Anglo-Saxon, Teuton nor African, bond nor free; but let American citizenship be all in all—securing to each man equal attention, equal protection, and equal opportunity to gain that amount and that kind of education which will enable him most thoroughly to serve the nation.

But should the American people fail of attaining rapidly this full stature of manhood, let at all events the Commonwealth of Massachusetts show an example of united devotion to the highest aims. Let there be no jealousy here between the seaboard and the mountains, between the farmer and the manufacturer; but let all unite in sustaining the honor and the interests of the state, well assured that the interests of all sections and of all classes must in the long run prove identical. Your common schools once stood superior to any on the continent; but New York and the Northwestern States are more thoroughly awakened, more free from the trammels of routine, more generous in proportion to their means of outlay, and will soon outstrip you unless you renew your state. Your colleges and your university once stood in a proud preëminence over those of sister states; but other states have now for many years been imitating with great success your previous steps, and will in a few years, unless you hasten to anticipate them, have more richly endowed, more thoroughly organized, more generously comprehensive institutions for the highest education, than you. Let Massachusetts retrieve and increase her ancient honors. Let us never forget, so long as this sacred image recalls the faithful and tireless first Secretary of the Board of Education, that it is the right and the duty of the state to provide for each child that amount and that kind of education which will most surely prepare him for as great usefulness to his race as his relative talents will permit him to attain. Our common schools are yet susceptible of improvement in their mode of rendering the great mass of the people intelligent and happy co-laborers in the work of society. Our state scholarships, although useful, fall very far short of enabling all our children who desire it to obtain a collegiate education. The Commonwealth must not fail to put to the utmost use all the talent of all her sons; and the

higher the talent the more need there is of utilizing it. Those, therefore, who would pursue the highest walks of literature, or science and art, or would make themselves masters of philosophy, and political economy, and jurisprudence, and statesmanship, and thus fit themselves for the highest possible service to the state, should be freely aided by the Commonwealth of Massachusetts, and not be left dependent on private fortunes, nor forced to seek aid in the universities of foreign lands. Let the state determine so to improve all her facilities of education, or rather to attract the youth of foreign lands hither. Horace Mann, in his youth, proclaimed the eternal progress of a true state; let not the erection of this statue mark the time when this state cease to advance, and rested satisfied with her imperfect attainments. Rather let us honor his name by giving ourselves heartily to the high ends of humanity and the broad cause of education, with which he was identified and in which he won a name more enduring than bronze, and established himself in the affectionate remembrance of the people more firmly than any work of man's hands can be placed upon its foundations.

The services were concluded with the singing of 'America' by the children, followed by the benediction by Rev. Dr. Stebbins.

Boston Journal.

A WAYSIDE PICTURE.

By the wayside, on a grassy couch,
Lay a soldier, wounded, dying;
None to soothe him with a kindly touch—
No one near to calm his spirit's sighing,
Wounded, dying,
Lonely, weary, by the wayside lying.

Sweetly singing on their homeward way,
Children came from school, a happy band;
Never pausing in their gleeful play;
Never thinking of their hapless land—
Cheerful, gay,
Singing sweetly on their homeward way.

Hark—their voices warble 'Come away';
See, the soldier's eyes with rapture beam;
O'er his face there falls a heavenly ray,

On his heart there rests a joyous gleam;
 Hear him say,
 "Angel voices bid me 'come away'."

On his forehead rests a little hand—
 Cold, cold hands to gentle lips are pressed.
 Ah, he thinks it is an angel band
 Come to bear him to his soldier's rest.
 Silent band,
 On his forehead rests a gentle hand.

On that silent band there rests a glance:
 One dear spirit breaks the silent spell,
 Wakes the dying from his heavenward trance:
 Ah, the waking is not always well.
 Broken trance,
 On that quiet band a dying glance.

"Stranger, can we not relieve your pain?
 Why so cold and weary do you lie?"
 "Ah, I fear not now the cold or rain—
 Little children, I am here to die:
 This is why,
 All so cold and weary, here I lie.

"In a pleasant cot of Avondell
 My sweet wife and Jessie wait for me;
 Ah, too soon will sound the mournful knell:
 'Up in Heaven alone he waits for thee.'
 Who will tell
 My sweet wife and babe of Avondell?"

"Kiss me, darlings, now, as would my own:
 Chant once more the angel's call to Heaven:
 Leave me then unto my God alone,
 He, I trust, has all my sins forgiven,—
 All forgiven;
 Sing me, then, the angel's call to Heaven.

Upward went the spirit to its God:
 Wife and Jessie mourned and waited long;
 Now they've learned to kiss th' afflicting rod,
 For the right has triumphed over wrong:
 Kiss the rod,
 That for this their darling went to God.

HOW SHALL WE TEACH GEOGRAPHY?—No. III.

LESSONS ABOUT HOME.

I. *Physical Forms.*—The lessons on the home neighborhood, spoken of in the preceding article of this series, must necessarily be *oral*. Teachers accustomed to give oral lessons, and familiar with the principles to be observed in their preparation, will need no aids in the preparation of these lessons on the physical features of the neighborhood in which their pupils live. Many teachers, however, will perhaps find the following report of a lesson on a neighborhood in Western New York of assistance, as suggesting, better than any set of directions could do, the method of proceeding. The pupils are the children of the farmers in the neighborhood, and the time summer.

Teacher. I would like all of you to think carefully a moment, and try to remember every thing you saw on your way to school. (Several hands are raised, and the pupils, one after another, are called on to state what they saw.)

John. I saw some men mowing in Mr. B.'s meadow.

Charles. I saw a red squirrel running along the fence by the woods.

Mary. I saw some cows and a colt, and two calves, and some sheep and lambs, in Mr. G.'s pasture.

Fanny. I saw some cherries that are turning red in the orchard across the road.

T. You have remembered several things, and I have no doubt if you should think a little longer you could name many more; but we have as many as we can talk about in one morning. We are going to have a lesson on some of the things you have seen in coming to school. Mary spoke of something she saw in a *pasture*. How many passed pastures in coming to school? (Hands raised.) Mary, can you tell me what a pasture is?

Mary. It is a field where the cattle, horses and sheep stay.

T. Why are they in the pasture?

Mary. We drive them there to eat the grass.

T. Do they need any thing but food during the day?

Children. They want drink too.

T. Very well. Where do they find drink?

James. There is a creek in our pasture.

Sarah. There is a spring in ours.

T. (Charles's hand is raised.) Well, Charles, what is it?

Chas. I saw a big crab in the creek when I was coming to school.

T. I thought some body would remember presently that there is a creek to be passed on the way to school. I am glad Charles has thought of it, though it seems he thought most of the crab. I want to talk of the creek presently. Sarah may tell us first what she means by a *spring*.

Sarah. It is a place where the water comes out of the ground.

T. Has any one else seen a spring? (Hands raised.) Can Charles tell me any thing more about a spring?

Chas. There is a creek running from our spring.

T. James says there is a creek in his pasture.

Chas. (Interrupting.) That's the very same creek that goes from our spring.

T. Now will one of you tell me what a creek is, or how it is different from a spring, since both are water?

James. The creek is where the water runs along through the fields, but the spring is just the place where it comes out of the ground.

T. Does the water *run*, James? Ca'n't you think of a better word?

James. It *flows*.

T. That is better. Now I should not say that a creek is *where* the water flows through the fields, *but is water flowing through the fields*. Can any one give me another name for a *creek*?

Fanny. Some people call it a *brook*.

T. I like that name better, though most people about here say *creek* in stead of *brook*. Can any one tell me where the little brook that flows through the pasture goes?

George. It goes into the big creek that makes our mill-pond.

Chas. That's Salmon Creek.

T. Does any one know of any other brooks that flow into the 'big creek', as George calls it? (Several are named.) Now can any one give me another name than *creek* for this large stream of water that has so many brooks flowing into it?

Susan. Johnny Brown called it a *river*. He lives in Albany, and he said there was a river there big enough for ships and steamboats to sail on.

T. Johnny called it a *river* because he had only seen such large streams as are called rivers. You call it a *creek* because you only know of such small streams as are called brooks or creeks. So we have three different names for streams of water. One of these days we shall learn something about rivers. George, will you tell us how Salmon Creek makes your mill-pond?

George. Father built a dam right across the creek, so the water was

stopped from flowing; and it filled up behind the dam, and spread out wide and deep, and kept getting larger and larger, until it came up to the top of the dam. Now it pours over all the time, and does n't get any fuller.

T. George has told us that very nicely. One of these days we shall learn about something that is very like the mill-pond, only a great deal larger, yet no body ever built a dam to make it.

Fanny. I know what you mean — it is a *lake*.

T. Now we will talk of some of the other things you have seen. John said he saw a meadow. How many others passed meadows on your way to school? (Hands raised.) John, tell us what you mean by a meadow?

John. It is a field full of grass.

T. The pasture was a field full of grass too, was it not? Are a meadow and a pasture the same thing?

Chas. The cattle eat the grass in the pasture, but the grass in the meadow is mowed into hay.

John. (Interrupting.) The cattle eat the *hay* too, do n't they?

T. John should not interrupt. We know that the cattle eat the hay; but what Charles means is that they are not allowed to eat the fresh grass as fast as it grows in the meadow, as they do in the pasture. Let us try to find some other difference. When you look over the pasture, and then over the meadow, can you see any difference in the land itself?

Mary. Our pasture is a great deal rougher than our meadows.

George. Our pasture is n't rough, but it is swampy.

T. Why do you say yours is *rough*, Mary?

Mary. There are hills all over it, and there are n't any in the meadow, only little bits of knolls.

T. But what do you mean by the *hills*?

Mary. (After thinking a moment.) When the ground is a great deal higher than the rest we call it a *hill*, and where there are a great many hills we say the land is rough or hilly.

T. That is well said. What do you say of land that, like the meadow, has no large hills?

James. We say it is *level* land.

T. When you read about level lands like the meadow, you will see them called *plains*. One of these days we shall learn something about a plain. Who has seen other hills than those in Mary's pasture?

Chas. I saw some awful high hills the other day when I was going to Ithaca with father and Uncle George; but uncle said they 'were n't nothing' to what you see in New Hampshire, where he lives. He

said there were some there so high that if you were on top of some of them you'd see some times the clouds and thunder and lightning under your feet, and where you are the sun would be shining. He calls them *mountains*.

T. That is very interesting, and we shall some time learn about those not 'awful' but *very* high hills that are called *mountains*. Now we want to talk only of what we have seen. George says his pasture is *swampy*. What do you mean by that, George?

George. The ground is all wet and muddy, and little bunches of grass grow all over it; but you ca' n't very well go across it, for the ground is so soft that if you happen to step off the grass you will sink knee-deep in the mud. I got stuck in it the other night when I went after the cows.

T. But how do the cattle get along?

George. Oh! the pasture an't all swamp, and the cattle know where to go; and besides, they do n't care if they do get in the mud.

T. That word 'an't' is not a very good one. I should say 'is not' in stead. Does any one know any other name for a *swamp*?

Mary. Some people call it a *marsh*.

T. Do you know, George, why your father takes that swampy land for a pasture, in stead of planting corn or having a meadow there?

George. Father says the ground is so *awful* wet,—(class laugh)—so *very* wet, that he ca' n't do any thing else with it; and he says he is going to have some ditches dug to 'run' the water off, and then next spring he will plow it up.

T. Do you know, Mary, why your father does not make use of his level fields for pastures in stead of that hilly one?

Mary. We have some level fields that were pastures last year, but they are corn-fields this summer. I asked father why he did n't plow that one too, and he said it is so rough and stony that it is not good for any thing but pasture, but the cattle can get enough to eat, and so he lets them run there every year; but he plows up the level pastures some times and plants corn and potatoes on them.

T. We have now talked as long as our time will allow. To-morrow we shall talk of the woods and other things you have seen this morning. Try to see something more when coming to school to-morrow. Who can tell me every thing we have learned in this lesson? (Hands raised.) Fanny may try.

Fanny. We have learned about pastures, and brooks, and a spring; and hills, and meadows, and a swamp.

T. Now I would like to see the hand of every one who can tell me what each is, and where we may find some of each.

We observe that in the foregoing lesson nothing has been told the children, nothing learned by them *by rote*, but they have become conscious that they possess a knowledge of certain things, acquired by the use of their own powers of observation, and thus have their attention awakened for future observations and the path to knowledge opened to them. We also find in this simple lesson on a few of the objects accessible in the least varied neighborhood the basis for the future idea of rivers, lakes, mountains, and plains; and in the use of the rougher and poorer lands for pasturing, but the better for culture, the germ for the future perception of the relation of the physical features of a region to the industries of its people. There still remain to be given lessons on the woodlands, or 'woods' as the children call them, in which a little definition would be obtained by comparing them with an orchard as the meadow was compared with the pasture; and they would be noticed by the children as the home for certain animals, and afterward their uses to us found by them. In the same manner there would follow a second lesson on brooks, in which the animals living in the water are noticed and the uses of brooks to us obtained. In many neighborhoods there will be found, in addition to these physical forms, various others, as little waterfalls, valleys, etc. All should be noticed.

II. *The Industries of the Locality.*—The lessons on the physical geography of the locality would be followed by lessons on the industries of its people, thus presenting a simple idea of the conditions of civilized life. The following lesson will serve to suggest the proper manner of carrying on these conversations.

Teacher. We have now had a number of lessons in which we have been learning about the lands and the waters, the plants and animals around us. Can you remember any thing which we see every day and many times in the day which we have not yet talked about.

Children. Houses, fences, roads, etc.

T. You have none of you named what I was thinking of, but I think you will find it soon. What are houses for?

Children. For people to live in.

James. We have n't talked about *people* yet!

T. That is just what I want to talk about to-day. Why do n't people live in the fields like the horses and cattle, or in the woods like the birds and animals?

Chas. They would be out in all the storms and cold, and maybe they would get sick.

Fanny. They would n't have any place to keep their clothes, and their food, books and other things in, and they would all be spoiled.

T. Now can any one tell me why people build houses to live in?

John. (After thinking a moment.) To *shelter* them from the storms and cold, and keep their goods safe.

T. We have now found that people need *shelter*, and therefore they build houses. Do we need any thing besides shelter? Suppose you each had a large fine house to shelter you and had nothing in the world else. Do you think you would be very comfortable?

Chas. We should starve if we did not have something to *eat*.

Susan. We would want clothes to wear.

Fanny. We would want beds to sleep in.

Children. And tables, and chairs, and dishes.

T. Tet us talk about the food first. Where does our food come from?

James. Father raises corn, and wheat, and potatoes, in the summer; and in the winter he fattens hogs and kills them for pork, and some times he kills a cow for beef, and some times a sheep for mutton.

T. Where does your father get the hogs, and cows, and sheep?

James. He raises them on the farm.

T. What do you mean by the *farm*?

James. I mean father's land, where he raises his crops, and his cattle, and sheep, and horses, and pigs.

T. That is very well. Now can some one tell me what people are called who, like James's father, have farms, and spend their time taking care of them and raising things upon them, and what their work is called?

Chas. They are *farmers*, and such work is called farming.

T. Then it is by *farming* that the farmers get their food. You said we wanted clothing too. How are the farmers to get that?

Susan. Mother spins wool and makes it into clothes.

T. But are the clothes we wear on a hot summer day, like this, made of wool?

Mary. No, they are cotton.

T. Where does your mother get the cotton cloth?

Mary. She buys it at the store with butter and eggs.

T. Now try to remember every thing you have at home that your father and mother can not raise nor make on the farm but must buy. (Sugar, furniture, books, etc., are named.) How do your father and mother pay for these?

John. Father always has a 'great lot' of wheat and corn, more

than we want, and he sells what he has to spare, and has the money to buy other things with.

Chas. And my father sells 'lots' of wool, and some cows and horses every year. That is the way he got money to build our new house.

T. Then it is by *farming* that the farmers get not only food, but their clothing and all their living. Now can you think of any one who gets a living in any other way?

John. Mr. Brown makes shoes.

James. Mr. Gray has a saw-mill, and he buys logs from the farmers' woods and saws them into lumber and sells the lumber. And some times he makes lumber for the farmers, and they pay him for it.

George. My father has a grist-mill, and he 'grinds' for the farmers, and they pay him in flour; and some times he buys what wheat they have to spare, and grinds it and packs the flour into barrels and sells it.

(Other examples of manufacturing people are given, as the blacksmith, the clothdresser, the cabinetmaker, etc.)

T. We have, then, quite a number of people about us who are not farmers, but spend all their time *making* articles of different kinds out of things which they buy from the farmers or other people. How do they get their food?

James. They sell some of the things they make to the farmers, who do n't have time to make them for themselves, and then the farmers sell them the things they want.

T. Here, then, is a second way of getting a living, that is, by *making things* and selling them to other people who ca' n't well make em for themselves. Can you recollect any one who gets a living in ll another way?

George. Mr. Shaw keeps a store. He buys goods in the city and sells them here and sells them to the farmers and the village people.

John. Mr. Smith has a stone-quarry where he gets large nice stones, such as they cover the road-sides with in the village.

These two ideas, discussed in a manner similar to that of manufacturing, will make the children acquainted with a simple phase of the two other great resources by which the material wants of civilized life are supplied, that is, mining and commerce.

Then a little talk about the work of the schoolroom, and of the church will present to their minds another class of wants, the supplying of which affords a livelihood to another class of persons. Now a little talk about the Constable and Justice of the Peace of the neighborhood, whom all country children know to be employed in keeping

disorderly people in order, will give them a first glimpse of a system of government that controls all the people just as the rules of school control the scholar.

There will, therefore, be found here in these simple things, with which the children are just as familiar as with the faces of their companions, the means for the future illustration of the whole organization of civilized society,—that is, a division of labor in the great business of supplying our bodily wants, provision for intellectual and moral culture, and a system of government controlling and directing all things for the greatest good of every class of the people.

III. *Position and Distance*.—After these lessons on the country in the midst of which the children live, there would follow lessons in which they are taught to determine the cardinal and semi-cardinal points of the horizon, by reference to the rising and setting sun. This should be applied by them in determining the direction of each home from the school, and, if the teacher desire, of the several homes from each of those nearest it.

Next would be lessons on extent, in which they are taught to recognize and draw the inch, the foot, and the yard, and for practice find the several horizontal dimensions of the schoolroom and its surrounding lot; the length, breadth and height of articles of the schoolroom furniture; the distance of the fixed pieces from each other and from the walls, etc.; the width of doors and windows, and their distance from each other and from the corners near them. The mile, half-mile and quarter-mile they will learn approximately by ascertaining the distances of their homes from school. It is desirable that they should, if practicable, learn it absolutely by actual measurement, and thus have a correct standard to which to refer distances that may be given them in future study. These lessons on the points of compass and on extent are necessary as a preparation for the maps they are now to construct.

IV. *Maps*.—The first idea of a map should be given by drawing the schoolroom. The children have, as will be perceived, all the data necessary; that is, they know the size of the room, and the position of all its furniture, and the size and position of its doors and windows. They have but to determine upon a scale, the need of which they will see from the impossibility of making the map the size of the room; to be told that the north side is to be placed at the top of the map, etc., and they can commence work. As the map of the neighborhood or

school-district is a little more difficult, the following may be of value in indicating the manner in which such a lesson is given.

T. Now that we have learned all about the forms of the land around us, and the position of the buildings, the streams, and other things, we will draw upon the board a map that shall show how they are all placed together. In drawing the map of our schoolroom, we found the length and the width of the room by measuring it, and then we drew one inch in length and width on the map for every foot in the room. Let us find how large a country we are to map now. Who lives furthest from the school on the north? (Hands raised.) How far to your home, Mary?

Mary. One mile.

T. Who lives furthest on the south? How far to your home, John?

John. A mile and a half.

T. How far, then, from Mary's home to John's?

Children. Two miles and a half.

T. Now there are very many feet in every mile. Do you think we shall be able to draw one inch for every foot in this map? That would be impossible. We will draw in stead only one foot for every mile. What then will stand for half a mile? What for a quarter? Our school-district does not have walls to begin with, as the school-house has, but it has roads on each side of it, and several crossing it, which will answer just as well; for when we have these we can easily put the houses in their place beside them. In what direction does this road that passes the school-house extend?

Children. North and south.

T. Mary lives one mile north from the school. How long, then, and on which side of this mark, which I place for the school-house, shall I draw the line for the road?

Children. Draw it one foot toward the top of the board.

T. Now I have drawn it. On which side of it is your house, Mary? Here is the mark for the house. John, will you tell me how to draw the road to your house?

John. It goes south just a little way, just a few yards, then ends, and I go on the State road east about the same distance, and then another road goes straight south to our house.

T. Then how long am I to draw that south road?

John. A foot and a half, for the little turns do n't count any thing in a mile and a half.

The road was then drawn, and the house located, as before. In the same way was found the greatest distance to be drawn on the State

road to the east, and to the west ; then the position and length of the little cross-roads leading off from each. This being done, the points at which the several little streams crossed the roads were given by the children most familiar with each. Then the children living between the school-house and these extremes located their homes ; then the public buildings of the neighborhood—the inn, church, post-office, etc.—were located at the proper distances from the school-house. Then followed the little groves belonging to each farm, the marshes, etc., the map produced giving with tolerable correctness the topography of the district.

The children may now be encouraged to make at home, under the direction of their parents, maps of the farms on which they live. This will not only have the advantage of giving to the children additional practice of a pleasing kind, but it will also please their parents, and awaken in them an interest in the work of the school. The great value of these exercises, in a geographical point of view, is the practice they give in determining relative positions, in the comparison and estimation of distances, and in the constant association of the map with the region represented, which is, as we have seen, so essential to the correct use of the map in future. When a habit of accuracy in these respects is thoroughly formed, a great step is taken in preparation for the future systematic course of geography. The child has now obtained all his own locality has to give him, and may enter on his journeys, being prepared to derive the greatest possible benefit from them.

As a general thing, children rule their parents in the matter of going to school, as in other things, and the teacher should take advantage of this fact and make the school so interesting and pleasant that it will really be a severe punishment to the child to have to be absent a day, or from any of the school exercises. What parent can resist the earnest pleadings of his child to be permitted to go to school? The school is a family—an educational family. The teacher is its (educational) parent, and its members are *brothers and sisters*. The teacher must keep this fact before his mind all the time, and act accordingly. He must make his pupils understand it and act upon it. The laws of love, of reciprocity, of mutual forbearance, etc., must be understood and practiced. Each must feel an interest in the prosperity and happiness of all the rest. In short, the school should be like a well-regulated family of brothers and sisters, presided over by the teacher, as a kind, loving, but judicious parent.

L., in Iowa Instructor.

PREPARE FOR THE FALL TERM.

Serene, and master of yourself, prepare

For what may come; and leave the rest to Heaven. ARMSTRONG.

ONE month of happy vacation has gone, and the other will pass before we think of it. When the session begins, are we ready for the siege—our guns all in position, our forces drilled? It is distasteful, I know, to have thoughts of school thrust in upon our hours of summer ease, when we would fain dream away the languid moments of the torrid clime. But death is none the less a gloomy reality because the sick man hates to think of it; in time of peace, it is advised to prepare for war; so it is the part of wisdom to pause occasionally in the midst of our pic-nics and poetry, and glance at the work before us in the coming autumn.

I. Is the *school-house* in order? Does the paper or plaster need repairing? Would a fresh coat of whitewash disfigure the ceiling? Are all the door-latches and gate-hinges in a state of integrity? How long has the floor been innocent of scrubbing? Are the windows clean and no panes dilapidated? Is the outbuilding pure in its atmosphere, free from deposits and inscriptions? Have the weeds and grass of the yard grown rank and lawless in the hot sun of July? Does the fence rejoice in every original board?

Go to the school-grounds yourself some leisure day, make a careful survey of the premises, and then report wants to the Directors. If it rests with them to look after these things, you know very well that in a majority of cases nothing will be done until delay is no longer possible.

II. Are *you* in order? Are you resting your mind, rejuvenating the body? Stir around in the open air. If you have not felt vigorous enough to engage in hay-making or harvest, blackberries are getting ripe, and excursions for the fruit through fields and forests will will not prove injurious. Can you not improve on your old programme of recitation for the coming term? Perhaps there may be better methods of conducting Spelling, Geography, etc., than those you have been using? If you can get no new works on education, review the old ones. If your Directors are awake and there is a surplus in the treasury, talk them into some desired apparatus that may awaken new interest and beautify the place. Thus with gentle exercise in the morning, sleep, Shakspeare and Pestalozzi in the afternoon, by the first of September Richard will doubtless be himself again, and the youthful minds derive a freshness and inspiration from your own.

W. W. D.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"No. 56 Park Avenue, Chicago."

SOLUTIONS.—8 (*April*). "A gentleman purchased a large cask of wine containing 100 gallons, on the first day of January, 1855. His servant drew from this cask, the same day, and every succeeding day during two years, one gallon, always supplying the deficiency with a gallon of water; and then he drew a gallon daily for three years, supplying the deficiency every time with a gallon of wine. Now, supposing the water and wine to have been thoroughly mixed at each drawing, what quantity of water remained in the cask at the end of the five years?"

Solution.—Let a =number of gallons of wine in the cask when it was purchased; b =number of gallons drawn off each time when the deficiency was supplied with water, and m =the number of drawings; c =number of gallons drawn off each time when the deficiency was supplied with wine, and n =the number of drawings. Then $a-b$ =quantity of wine left in the cask after the first drawing. But $a : (a-b) :: b : \frac{b(a-b)}{a}$ =quantity of wine drawn out at the second drawing, and $(a-b) - \frac{b(a-b)}{a} = \frac{(a-b)^2}{a}$ =quantity of wine left after the second drawing; also, $a : \frac{(a-b)^2}{a} :: b : \frac{b(a-b)^2}{a^2}$ =quantity of wine drawn off at the third drawing, and $\frac{(a-b)^2}{a} - \frac{b(a-b)^2}{a^2} = \frac{(a-b)^3}{a^2}$ =quantity of wine left after the third drawing. And, generally, $a : \frac{(a-b)^{m-1}}{a^{m-2}} :: b : \frac{b(a-b)^{m-1}}{a^{m-1}}$ =quantity of wine drawn out at the m^{th} drawing; $\frac{(a-b)^{m-1}}{a^{m-2}} - \frac{b(a-b)^{m-1}}{a^{m-1}} = \frac{(a-b)^m}{a^{m-1}}$ =quantity of wine remaining in the cask at the end of m days; $a - \frac{(a-b)^m}{a^{m-1}} = \frac{a^m - (a-b)^m}{a^{m-1}}$ =quantity of water remaining in the cask at the end of m days.

Now, for the sake of brevity, put $\frac{a^m - (a-b)^m}{a^{m-1}} = w$. Then $a : w :: c : \frac{cw}{a}$ =quantity of water drawn out the $(m+1)^{\text{th}}$ day. $w - \frac{cw}{a}$

$$= \frac{w(a-c)}{a} = \text{quantity of water in the cask after } (m+1) \text{ drawings.}$$

$$a : \frac{w(a-c)}{a} :: c : \frac{cw(a-c)}{a^2} = \text{quantity of water drawn off at the } \overline{m+2}^{\text{th}}$$

$$\text{drawing. } \frac{w(a-c)}{a} - \frac{cw(a-c)}{a^2} = \frac{w(a-c)^2}{a^2} = \text{quantity of water in the}$$

$$\text{cask at the end of } (m+2) \text{ days. } a : \frac{w(a-c)^2}{a^2} :: c : \frac{cw(a-c)^2}{a^3} = \text{the}$$

$$\text{quantity of water drawn out the } (m+3)^{\text{th}} \text{ day. } \frac{w(a-c)^2}{a^2} - \frac{cw(a-c)^2}{a^3}$$

$$= \frac{w(a-c)^3}{a^3} = \text{quantity of water left after } (m+3) \text{ drawings. And,}$$

$$\text{generally, } a : \frac{w(a-c)^{n-1}}{a^{n-1}} :: c : \frac{cw(a-c)^{n-1}}{a^n} = \text{quantity of water drawn}$$

$$\text{off at the } (m+n)^{\text{th}} \text{ drawing; } \frac{w(a-c)^{n-1}}{a^{n-1}} - \frac{cw(a-c)^{n-1}}{a^n} = \frac{w(a-c)^n}{a^n}$$

$$= \text{quantity of water remaining in the cask at the end of the } (m+n)$$

$$\text{days. Restoring the value of } w, \text{ we have } \frac{a^m(a-c)^n - (a-b)^m(a-c)^n}{a^{m+n-1}}$$

$$= \text{quantity of water remaining in the cask at the end of } (m+n) \text{ days.}$$

In the case before us, $a=100$, $b=1$, $c=1$, $m=(365 \times 2)+1=731$, because 1856 was leap year, and $n=365 \times 3=1095$. Making these substitutions in the general formula, we have $\frac{100^{731} \times 99^{1095} - 99^{1095}}{100^{1826}} =$
 $\left(100 - \frac{99^{731}}{100^{730}}\right) \left(\frac{99}{100}\right)^{1095} = \text{quantity of water in the cask at the end of}$
 5 years. $\text{Log. } 99 = 1.995635$; $\text{log. } 100 = 2$. $1.995635 \times 731 = 1458.809185$; $2 \times 730 = 1460$. $1458.809185 - 1460 = -1.190815$,
 $= \text{log. } 0.155172$, = quantity of wine in the cask at the end of 2 years.
 $100 - 0.155172 = 99.844828$, = quantity of water in the cask at the
 end of 2 years. $\text{Log. } 99.844828 = 1.999325$; $1.999325 - 2 =$
 -0.004365 ; $-0.004365 \times 1095 = -4.779675$; $-4.779675 +$
 $1.999325 = -2.78035$; $-2.78035 = \text{log. } 0.0603045$. \therefore There was
 0.0603045 of a gallon of water remaining in the cask at the end of 5
 years.

We have above an admirable example of the practical utility of log-
 arithms. Without their aid the problem would be utterly unmanage-
 able: ages would be required to perform the operations here compre-
 hended in a few lines.

ARTEMAS MARTIN.

Franklin, Venango Co., Pa.

9. (*April No.*)

Progeny of the original heifer would be of ages from 1 to 17 years ;

"	"	eldest of these	(17 yr.)	"	"	1	"	14	"
"	"	2 ^d	" (16 "	"	"	1	"	13	"
"	"	3 ^d	" (15 "	"	"	1	"	12	"
"	"	4 th	" (14 "	"	"	1	"	11	"
"	"	5 th	" (13 "	"	"	1	"	10	"
"	"	6 th	" (12 "	"	"	1	"	9	"
"	"	7 th	" (11 "	"	"	1	"	8	"
"	"	8 th	" (10 "	"	"	1	"	7	"
"	"	9 th	" (9 "	"	"	1	"	6	"
"	"	10 th	" (8 "	"	"	1	"	5	"
"	"	11 th	" (7 "	"	"	1	"	4	"
"	"	12 th	" (6 "	"	"	1	"	3	"
"	"	13 th	" (5 "	"	"	1	and 2	"	"
"	"	14 th	" (4 "	"	"			1 year.	"

The progeny of the eldest of the second degree in line of descent (14y.) would be of ages from 1 to 11 yrs, and the ages of the progeny of others of the same degree would range similarly from 1 to the number below the age of the eldest progeny of the next preceding. The progeny of the eldest of the third degree in line of descent (11y.) would be of ages from 1 to 8 years, and the progeny of others of the same degree would form a similar collection from '1' to '1 to 8'. The progeny of all in the fourth degree would make a similar collection from '1' to '1 to 5'. The progeny of all in the fifth degree would make a collection from '1' to '1 and 2'. The sum of all these series would be the size of the farmer's herd at the end of 20 years.

The No. of descendants of the 1 st degree is								17
"	"	"	2 ^d	"	is the sum of the series from 1 to 14,			105
"	"	"	3 ^d	"	"	"	1 to 11,	66
"	"	"	4 th	"	"	"	1 to 8,	36
"	"	"	5 th	"	"	"	1 to 2,	3
								227

Adding the original heifer, we have 228, the size of the herd. A. L.

10 (*April*). Divide \$469.08 by 1.041, the amount of \$1.00 from September 9th, '63, to May 15th, '64, and there results \$450.605, the amount remaining after payment of \$114.20. Adding these two sums, we find \$564.805, the amount of the face of the note from its date to September 9th. Dividing this sum by 1.075 $\frac{1}{2}$, amount of \$1.00 for that time, and we obtain \$524.993, or \$525., as the face of the note.

A. L.

EDITOR'S TABLE.

EDITOR'S CHAIR.

BISHOP POTTER.—We regret to notice the death of Bishop Alonzo Potter, of Pennsylvania. He died at San Francisco on the 4th of July, at the age of 64. Bishop Potter stood very high in this country as a scholar and as a man. He has always been an efficient friend of free schools, and his views on education have been sound and liberal. In 1844, at the instance of Mr. Wadsworth, of Genesee, N. Y., Dr. Potter, then Vice-President of Union College, Schenectady, united with G. B. Emerson in the preparation of the 'School and School-Master', a book for teachers and for the people, upon schools and the necessity of education in a community. This volume has been productive of immense good in many states of the Union. It has awakened public sentiment on the subject of education, and has been used as a text-book in many normal schools. Dr. Potter's part of the book was devoted to the necessity of schools, and the kind of schools demanded by the people. It is one of the most valuable contributions to educational literature in this country.

TICKNOR & FIELDS, Boston, are doing the cause of literature an excellent service by the publication of their cheap selections from the works of the best poets. Household Poems, from Longfellow, appear in a little, paper-bound, but very neat, volume of ninety-six pages; Songs for all Seasons, by Tennyson, in a similar one of eighty-four pages. Whittier, Robert Browning, Mrs. Stowe, O. W. Holmes, etc., are to follow in similar size and form. Price of each 50 cents. Each volume is neatly illustrated. We have no doubt that this enterprise, like all the enterprises of this house, will be eminently successful financially, as well as wholesome in its influence upon the public taste.

MARRIED.—In Chicago, July 20th, at the residence of J. F. Ballantyne, by Rev. A. L. Brooks, Mr. SAMUEL H. WHITE and Miss JENNIE E. McLAREN.

We have always *looked up* to our friend the Mathematical Editor of the *Teacher*. Indeed we could not well avoid this act of deference, except by getting up into a chair. He is a 'tall fellow', by which we mean a man of enterprise, courage, and prowess. (See Shakspeare, Henry IV, First Part, Act I, Scene 3d, "Which many a good tall fellow had destroyed", etc.) As a consequence, our friend never thinks of essaying any undertaking without being able to say with that old Roman Filibuster, "I came, I saw, I conquered." But it seems he has at last surrendered. Miss Jennie McLaren, that was, has brought him down. It seems that he has been all this while only 'her factor, to engross up glorious deeds on her behalf'. At one utterance of a monosyllable, all his honors, and even his name, have devolved upon her. And we doubt not that he is in a high state of enjoyment at his discomfiture and capture! Good so; and we wish both parties, now one, all the happiness the married state can afford,—and that is a great deal, if we are any judge.

HON. J. L. PICKARD, of Chicago, has been elected Chancellor of the Wisconsin State University at Madison, but has declined the position, on account, it is said, of defective eye-sight. We have only to say that we were highly gratified to find that he 'could n't see it'. Mr. P. is just the man we need in Illinois, and we respectfully assure our Badger friends that he can not be spared just at present. We hope, however, that the University will soon secure some other equally good man,—if he is to be had. 'We do n't love Cæsar less, but Rome more.'

HON. ORAN FAYILLE, one of Iowa's best and most able educators, has been re-nominated for State Superintendent.

MICHIGAN JOURNAL OF EDUCATION.—By a note from Mr. Wm. H. Payne, Niles, Michigan, we learn that the publication of the *Michigan Journal of Education* will be commenced on the first of September. All interested will address Mr. Payne, as above.

LOCAL INTELLIGENCE.

CHICAGO.—The examination of candidates for admission to the High School took place on the 7th ult. The following were the questions:

Arithmetic.—1. How many acres are there in a field that is $47\frac{1}{2}$ rods long, and $38\frac{1}{2}$ rods wide?

2. How many times is $\frac{1}{8}$ of $\frac{4}{5}$ of 27 contained in $\frac{7}{8}$ of $\frac{3}{4}$ of $2\frac{2}{14}$?

3. If a message be sent by telegraph without any loss of time, at 12 o'clock, m., from London, $0^{\circ} 0'$ longitude, to Washington, $77^{\circ} 1'$ west, at what time will it be received at Washington?

4. From a cask containing 96 gallons, $\frac{1}{5}$ leaked out, and $\frac{3}{4}$ of the remainder was sold: how much still remained in the cask?

5. A man was offered \$3,675 in cash for his house, or \$4,235 in three years, without interest: he accepted the latter. Did he gain or lose, and how much, money being worth 7 per cent.?

6. Define the following terms used in connection with promissory notes: Maker, Payee, Indorsement.

7. If 12 horses eat 42 bushels of oats in three weeks, how many bushels will 20 horses eat in the same time?

8. Four men hired a coach for \$13, to convey them to their respective residences. A lived 16 miles from the place of starting; B 24 miles, C 28 miles, and D 36 miles. What ought each to pay?

9. Extract the square root of eight thousand eight hundred and thirty-six hundred-millionths.

10. A cubical cistern contains 4096 solid feet. What is the length of one side?

Grammar.—1. Write sentences containing each of the relative pronouns.

2. Conjugate the verb *to be* in the indicative and subjunctive imperfect.

3. Give the synopsis of *break* in the indicative mode, first person.

4. Express by the use of the possessive case "The store of Little and Brown," "The works of Milton, the poet," "The arithmetics of Greenleaf and Emerson."

5. Analyze the sentence

"On other realms, whose suns have set,
Reflected radiance lingers yet."

6. What are the properties of the personal pronoun?

7. Name five adverbs that may be compared, and compare them.

8. What are the different classes of adjectives? Give an example of each class.

9. Define a sentence, an adjunct, a clause. Give an example of each.

10. Parse the italicized words in the sentence "*Had he been told this ten years ago, no one* would have been more surprised than *himself*."

History.—1. Mention in order the nations to which Columbus applied for assistance in his first voyage of discovery.

2. Who founded the colony of Rhode Island, and why did he leave his previous residence?

3. What colonies formed the Confederation of the United Colonies of New England? For what reasons? How long did this confederation last?

4. State the cause and date of King William's war.

5. Name the colonies at the time of the Revolution.

6. What event substantially closed the Revolution? When did that event occur, and who were the principal men concerned in it?

7. The Stamp Act.

8. The cause of the Hartford Convention. What states sent delegates to it?

9. State four objections urged against the admission of Texas?

10. What Presidents of the United States have died while in office, and what ones have been elected more than one term?

Geography.—1. Where are the cities of Quebec, Bahia, Venice, Madras?

2. What and where is Trinidad? The La Plata? The Crimea? The Indus? The Naze?

3. Where are the Pyrenees, Alps, Andes, Himalaya and Snow mountains, and what is their relative height?

4. Bound Italy.

5. Which are the five largest islands in the Mediterranean Sea?

6. What parallels of latitude bound the North-Temperate Zone, and what determines its limits?

7. Name the five most powerful nations in the world.

8. What is a Republic? A Limited Monarchy? An Established Religion? Give an example of each.

9. What are the principal natural productions of Maine, Pennsylvania, and Missouri?

10. Mention three lakes, or inland seas, which have no outlet, and one river that flows into each.

Spelling.—1. Transcendent. 2. Colleague. 3. Until. 4. Forfeit. 5. Palatial. 6. Obeisance. 7. Acquiescence. 8. Contrition. 9. Accessible. 10. Chargeable. 11. Appall. 12. Movable. 13. Gazetteer. 14. Separate. 15. Sieve. 16. Oscillate. 17. Technical. 18. Receipt. 19. Crystal. 20. Precision.

The number of applicants was 288. All whose average was as high as 63—198 in number—were admitted. The highest average was that of Eva Manierre of the Moseley School, who stood at 93. The averages reaching 90 were those of Joseph Adams of the Moseley, 91; Alice E. Pickard of the Brown, 91; Ella M. Hill of the Franklin, 90; and S. Ellen Kirk of the Brown, 90. w.

CHICAGO REFORM SCHOOL.—Some interesting facts are brought out in the last report of the school. The average number belonging during the year past is 285;

average age of those received during the year, 18 years and 15 days. Their parentage is as follows; American, 15; Irish, 14; German, 10; Negro, 3; English, 2; Indian, 2; Norwegian and Canadian, 1 each. As to the social condition of their homes, 7 had lost both parents; 17 had lost their fathers; 17, their mothers; 14 had step-parents; 2 had intemperate parents; 10, intemperate fathers; 3, intemperate mothers; the parents of one kept a saloon; of two the parents quarreled; five had religious parents; and four had fathers in the army. [To make 47 in all would be a problem for the curious]. The teacher's report shows that, of the 67 received to his classes during the year, 10 did not know the alphabet; 17 commenced in the primer; 9 in the 1st reader; 18 in 2d reader; 8 in 3d reader; and 5 in the 4th reader. The total current expense for the year was \$24,435.93, or over \$85 for each boy.

NOTICES OF BOOKS, ETC.

STODDARD'S NEW PRACTICAL ARITHMETIC. 12mo. 236pp. New York: Sheldon & Co.

This book is just received, and we are unable from examination to speak of its merits. The only fact we know, bearing at all upon the question, is that we have known other books on the same subject, of a different grade, and by the same author, which were considered by good teachers very useful. The presumption is therefore favorable to the book. We reserve it for a longer notice.

NATIONAL LYRICS; By J. G. Whittier. Boston: Ticknor & Fields. 1865.

This is one of the volumes of 'Companion Poets', published by Ticknor & Fields. It is larger than any one of its predecessors, containing 104 pages.

No man can tell how much these lyrics have contributed to the achievement of our national triumph over slavery. Whittier's ringing, trumpet-like effusions have been constantly calling the nation back to the principles of the early fathers, and have kept men's hearts astir on the great question of human freedom. There have been times when he was not so popular as now. All honor to the noble bard, who in the darkest hour never forgot his high mission as the herald of universal liberty!

Messrs T. & F. are doing the nation a good service by the publication in so cheap a form of these truly American poems.

THE ATLANTIC MONTHLY for August is filled with good things. There is a good, vigorous article on 'Reconstruction', setting forth Senator Sumner's idea upon that subject, namely, that the seceding states have destroyed themselves, and may be considered as territories. This point is argued with great power, and we hardly see how the argument is to be met. The same article insists upon negro suffrage in the south, as the only measure that can secure permanent peace and the conservation of what has been gained by the war.

The 'Needle and Garden' is a sensible and earnest contribution toward the true and reasonable independence of woman. We commend it to the candid consideration of the old women of both sexes,—those in pantaloons who shiver at the thought of giving to women a fair chance at life and its occupations, and those in you know not what, who play the virago at conventions.

And besides these, this number of the *Atlantic* is full of excellent matter. Published by Ticknor & Fields, Boston.

THE YOUNG FOLKS for August fully keeps up the reputation of the magazine. It is surely the best publication of its kind, and is certain of high appreciation and success among our people. We are not surprised at the statement that its subscription list is now very large and rapidly increasing. Ticknor & Fields, Boston.

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RATES AND TERMS OF ADVERTISING.—

The annexed table shows the rates of advertising in the *TEACHER*. Bills will be made out against yearly advertisers, and payment expected, twice a year—in the months of June and December. Advertisements inserted for parties who do not advertise with us regularly must be paid for on the expiration of the time for which they are ordered, or in advance of insertion if we require it. Advertisers should in all cases state how many insertions are desired and how much space they wish to occupy; otherwise, their advertisements will be displayed according to the taste and judgment of the printer, continued till forbid, and bills be rendered accordingly. No advertisement will be counted less than $\frac{1}{4}$ page. All material alterations of standing advertisements will be charged for at the rate of \$2 per page.

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$\frac{1}{4}$ page..	3.75	7.00	10.00	17.00	26.00

Articles for publication in the *TEACHER*, Books for notice, and all correspondence relating to the editorial management (except of the Mathematical Department), should be addressed to the *Editor*, RICHARD EDWARDS, Normal, Illinois. Communications for the Mathematical Department should be sent to the *Mathematical Editor*, S. H. WHITE, No. 56 Park Avenue, Chicago, Illinois.

All other Correspondence, including whatever relates in any way to Subscriptions and Advertising, must be addressed to the *Publisher*. Attention to these instructions will prevent delay and other inconvenience.

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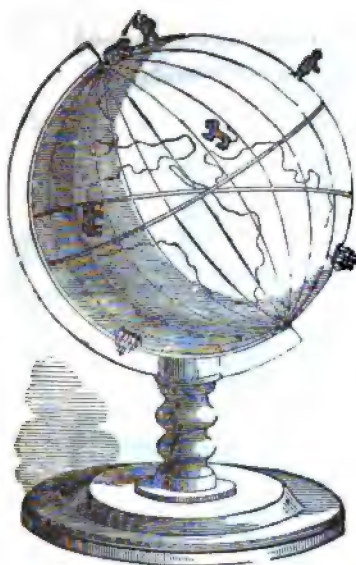
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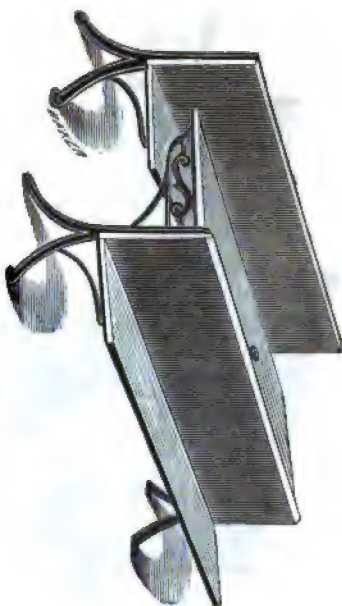
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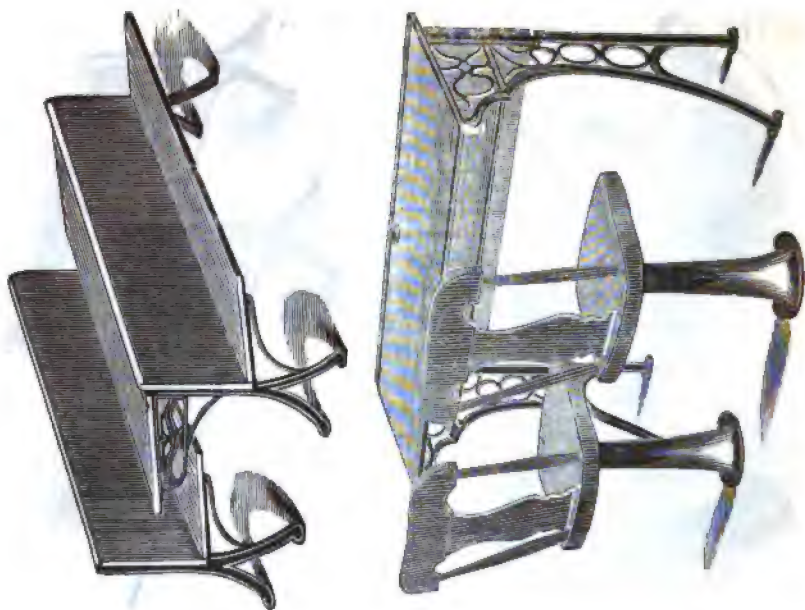
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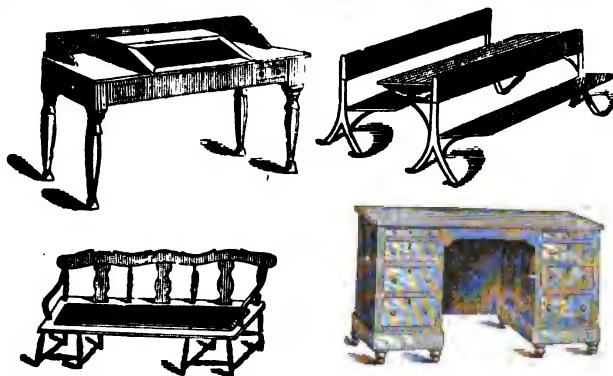
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RICHARD EDWARDS, Principal.

NORMAL, McLEAN Co., ILL., JULY 24, 1865.

Volume XI.

SEPTEMBER.

Number 9.

Educ P 168.3

THE

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DEVOTED TO

Education, Science, and Free Schools.

RICHARD EDWARDS, EDITOR, *Normal*.

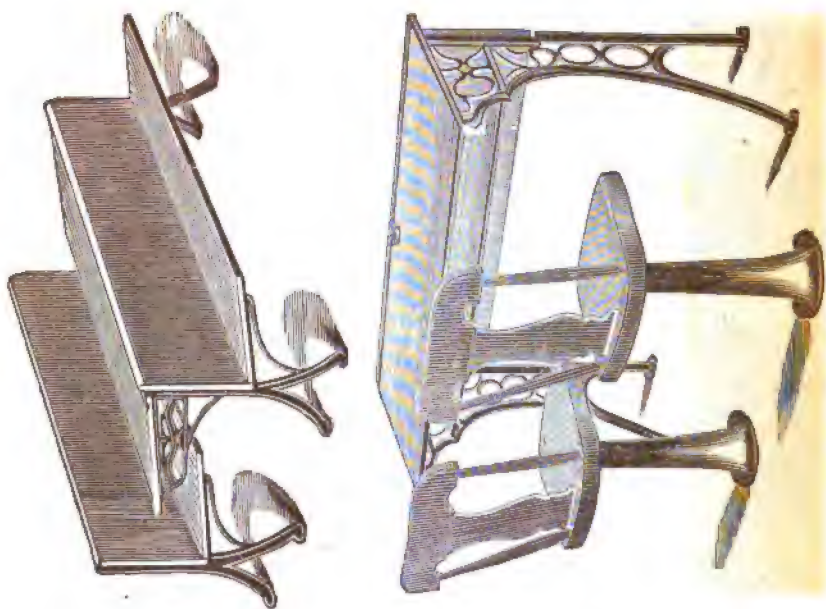
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ILLINOIS TEACHER.

VOLUME XI.

SEPTEMBER, 1865.

NUMBER 9.

NATIONAL TEACHERS' ASSOCIATION.

WE avail ourselves of the following report of the proceedings of the National Teachers' Association, prepared by a friend. The meeting was well attended and interesting. At no meeting, save that at Chicago, have there been present so large a number of teachers. And it will be remembered that the Chicago meeting was too large to be efficient. The vast crowd was most of the time attending to something other than the regular business of the Association. At Harrisburg it was quite otherwise. The exercises were constantly and carefully listened to. It was a pleasure to speak to an assembly every member of which seemed so much interested. Prof. Greene deserves well of the friends of the Association for having so successfully adjusted the machinery. We shall long remember the Harrisburg meeting as one of the pleasantest educational gatherings we ever attended.

The excursion to Gettysburg was a highly appropriate deviation from the ordinary routine of exercises. We pity the man whose educational value was not greatly enhanced by the inspiration of that glorious battle-field. Standing on the graves of the heroes whose valor turned the baleful tide of rebel invasion, whose victory was the heroic beginning of the triumphant end,—we felt more than ever the nobleness of the teacher's calling, charged as he is with the training up of men and women who are to be the heirs of this noble country, with all its glorious memories and achievements!

Many of the exercises were peculiarly significant and impressive. The Association was addressed by the Governors of Pennsylvania and of free Maryland, both of whom uttered words worthy of their high positions. Gov. Bradford, of Maryland, seems to have thoroughly mastered the lesson of liberty. He understands the necessity of universal education. And the state has already laid the foundation of future prosperity and greatness in a system of free schools.

The Report upon Object Teaching will be a valuable document, and is to be distributed largely in pamphlet form.

Of Prof. Crummell's speech we speak elsewhere.

Our correspondent seems to have been peculiarly unfortunate at Gettysburg. The guides, for the most part, were excellent, both in knowledge and utterance. As a whole, the crowd of teachers was highly favored in this respect.

The good people of Harrisburg exhibited the most agreeable hospitality toward the members of the Association. The feast of good things at the State-Capitol Hotel on Friday evening was in no respect 'bad to take'. The viands were delicious, and from all we could gather, both from experience and observation, the ladies who served them out to us were more attractive than the tables over which they presided. When the meeting occurs again at Harrisburg we desire to be counted in. Perhaps there may be more luscious peaches, sweeter cream, and more agreeable maids and matrons elsewhere; but we confess that those of Harrisburg were fully up to our standard, and we were made as happy as it is in our nature to be, and that is much.

HARRISBURG, PA., AUGUST 19, 1865.

The seventh annual session of the National Teachers' Association closed in this place yesterday evening, after a term of three days.

On the 15th, the

AMERICAN NORMAL-SCHOOL ASSOCIATION

Held its eighth session in the Capitol,—Richard Edwards, the President, in the chair. After revising the Constitution, the following subjects were discussed at some length.

"What is a Normal-School course of study?"

"What domestic arrangements are necessary for the best interests of Normal Schools?"

On the first of these questions, Professor Sheldon, of Oswego; Professor Phelps, of Minnesota; and Professor Hart, of New Jersey, were in favor, as soon as may be, of making the course strictly professional: Professor Edwards, of Illinois, thought it well to have scholastic instruction, for the reason that at present it is necessary, and under any circumstances the work of training teachers would be more thorough.

During the evening, the Association discussed "The importance of memorializing Congress on the importance of establishing a Normal School in each State in the Union, especially in the South". This question was discussed by Professor Hart, of New Jersey; Professor Camp, of Connecticut; Professor Richards, of Washington City; Professor Thompson, of New York; Professor Cruikshank, of New York; and Professor Edwards, of Illinois.

At the close of the discussion, a committee was appointed, of which Professor Hart, of New Jersey, was Chairman, to further consider this subject. During the evening one and all had an opportunity of sitting in the chair in which John Hancock sat when he signed the Declaration of Independence. The chair was strong, upright, and stands the test of age like the men of its time.

SECOND DAY.

On Wednesday, the 16th, the National Teachers' Association met in the Court-House,—the President, Professor Greene, of Rhode Island, in the chair. The Association received a warm and hearty welcome from his Excellency Governor Curtin of this state, responded to by the President.

The Governor alluded to the singular coincidence of the state's being invaded from the South for the last three years in this month. This was the fourth *invasion*. As they had given the South a warm reception, they would receive the North with equal warmth, and much more *gladly*. His remarks were received with enthusiastic applause.

Governor Bradford, of Maryland, was also introduced, and spoke a few eloquent words in allusion to the universal freedom of all our people, and that the last barrier of our cordial union is now broken down; and he bid us welcome to his state. "Now give us free schools and intelligent teachers, and we are one people." His words were warmly applauded.

The President then read his annual address, which was an able paper. He showed the necessity of a change of things since the war, and of the importance of a National Bureau of Education in order to insure universal education in our Republic. This part of the address was referred to a committee, of which Dr. Hart, of New Jersey, was chairman, in order to secure, if possible, an immediate action of Congress.

Papers were then read on "The Power of the Teacher", by W. N. Barringer, of New York; and on "Normal Schools and their Distinctive Characteristics: they should be established and maintained in each state at public expense", by Prof. Edwards, of Illinois. The latter was a forcible presentation of the subject, and was followed by a discussion of the same by Prof. Burrowes, of Pennsylvania; Prof. Crosby, of Cincinnati; and Hon. E. E. White, of Ohio. During the evening a paper was read on "The best methods of teaching the classics", by Prof. Harkness, of Providence, R. I.; also, a lecture was delivered by Prof. J. D. Butler, of Madison, Wisconsin, on "Commonplace books".

EXCURSION TO GETTYSBURG.

The Association spent the whole of Thursday visiting the battle-field of Gettysburg. About five hundred, mostly teachers, left Harrisburg at eight o'clock in the morning on a special train, and arrived at Gettysburg at eleven, a distance of sixty miles. After a gratuitous dinner by the good people of Gettysburg, we started for the battle-ground in squads of about fifty, with a guide for each squad.

When I say "started for the battle-ground", I mean we began to examine the special points of interest; for the whole town and its surroundings, for two miles distant every way, was the battle-ground. Much of the cannonading on both sides was done over the town. We saw many houses riddled with musket-balls. But the main battle-field is south of the town. Some of us were rather unfortunate in guides, for they knew but little and could tell less. But from Cemetery Hill we were soon scaling the stone-walls and fences along the line of fortifications behind which our 'boys in blue' fought so bravely. I often thought, as we straggled along without much plan or purpose, and gaining little or no valuable information, that had our soldiers been so badly disciplined the field would have been a place of defeat rather than victory.

Very soon the route was strewn with stragglers, unable to keep up, looking rather *demoralized*. Before two hours the squads were broken up, the *exact spots* of interest and special information were despaired of, and many might have been

seen retreating rather crestfallen toward Cemetery Hill. The moral of our first two-hours effort is, if you wish special information about a battle-field, you should not forget to have a guide to tell you that *knows* the facts, and then never go in large crowds.

About four o'clock all had assembled on Cemetery Hill, near the corner-stone of the proposed National Monument. Here the meeting was called to order by the President, S. S. Greene, and prayer was offered by Rev. Mr. Coleman, of Baltimore. We were welcomed to the place by one of the clergy of Gettysburg. Short speeches were made by Mr. Sheldon, of Boston; Mr. Richards, of Washington City; Mr. Henkle, of Ohio; Mr. Dixon, of Canada, and others. In the President's remarks, he alluded to the fact that in our body were seventeen states represented, and in the soldiers' graves around us rested the brave dead of fifteen states or more. The occasion was one of thrilling interest. Surrounded by beautiful, even sublime scenery, assembled on one of the greatest battle-fields of modern times, educators of the nation, pledging themselves anew to more earnest efforts for the good of their country, hallowing the spot where the nation was born anew, invoking the God of Heaven to bless our coming and inspire us with holy zeal from above, were thoughts that filled the lover of his country with new life and great resolves, and made all feel that it was good to be there and drink in the glorious inspiration. It is fit that this place should be made the Mecca of America. After one leaves the ground and begins to think of it, it seems more and more grand. Every student and teacher of history should visit and study this battle-field. After passing appropriate resolutions, and singing 'America', the meeting broke up, and the well-pleased crowd returned to this city, where we arrived at ten o'clock at night.

THIRD DAY.

On Friday the Association opened its session at an early hour and dispatched business rather rapidly. Still, much that was on the programme had to be omitted for want of time. In the forenoon a report of the Committee on "Object Teaching as pursued at Oswego" was read by S. S. Greene, of R. I. This report was considered of so much practical value to teachers that the Association ordered it printed in pamphlet form for general distribution. Immediately after noon Miss Cooper, of Oswego, gave an object lesson. She brought in a class of little ones — all strangers to her — and gave them a lesson of ten minutes' length, using an apple as an object. The exercise was a success.

The distinguished Lowell Mason, of New Jersey, then gave us an *object lesson* in Music. He called the Association his class. His questions and remarks were witty and well timed.

Papers were then read by Prof. Rickoff, of Ohio, and Prof. Wickersham, of Pennsylvania. At the close of Prof. Wickersham's reading, the subject of which was "Education as an Element in the Reconstruction of the Union", it was announced that Prof. Crummell, a distinguished graduate of Cambridge, England, was present.

Prof. Crummell was brought forward and introduced, and to my astonishment he was as black as the ten of spades. As he moved toward the stand there were evident signs of excitement in the large audience. There was the *nigger* in our midst! What shall we do? Shy around him because he is black? Refuse him a hearing because he is a *lower order* of being. Humanity and justice triumphed! Mr. Northrop, of Massachusetts, took him warmly by the hand and led him to the President's chair, where he was cordially received amid bursts of applause from the audience. He spoke as follows:

THE BLACK PROFESSOR'S SPEECH.

"I thank you, sir, and the gentlemen of this Association, for the honor you have conferred upon me. I take it as an evidence of American interest in the Republic of Liberia, and as a compliment to the College with which I am connected in that country. I need not say, sir, how deeply interested I have been in the two reports which have been read this afternoon; and for the zeal which has been manifested in behalf of my brethren in your Southern States. I am an American negro; and I feel the deepest interest in every thing which pertains to the welfare of my race in this country. A citizen of that infant Republic which has been planted by American beneficence on the west coast of Africa, my heart and all its sympathies still linger with the deepest regards upon the welfare and progress of my brethren who are citizens of this nation. More especially am I concerned just now by the great problem which comes before you in the elevation and enlightenment of the 4,000,000 of my brethren who have just passed from a state of bondage into the condition of freedmen. The black population of this country have been raised by a noble beneficence from a state of degradation and benightedness to one of manhood and citizenship. The state upon which they have entered brings upon them certain duties and obligations which they will be expected to meet and fulfill. But in order to do this they must be trained and educated by all the appliances which are fitted to the creation of superior men. The recommendations which have been suggested in the report just read are the best and most fitting. Colored men are, without doubt, the best agents for this end. Teachers raised up from among themselves—men who know their minds—men who have a common feeling and sympathy with them—these are the men best adapted to instruct, to elevate, and to lead them. And it is only by such teaching and culture that the black race in this country will be fitted for the duties which now devolve upon them in their new relations. These people are to be made good citizens. It is only by a proper system of education that they can be made such citizens. The race, now made freedmen among you, owes a duty to this country—a duty which springs from the great privileges which have been conferred upon them. Some, perhaps, would prefer to use the word 'right' in stead of privileges, and I have no objection to that word; but I am looking at the matter rather in the light of the divine mercy and goodness. As a consequence of receiving such a large gift and boon as freedom, my brethren owe great obligations to this country, which can only be met by becoming good, virtuous, valuable citizens, willing and able to contribute to the good and greatness of their country. For this is their home. Here they are to live. Here the masses will likely remain for ever. For no reasonable man can suppose it possible to take up four millions of men as you would take up a tree—one of your old oaks or an old elm, stems, roots, stones, and earth—tear it up from the sod and transplant it in Europe or Asia. The black race in this country are to abide; and to meet the obligations which will for ever fall upon them in this land, and to prove themselves worthy of the privilege to which they have been advanced, they need schools, instruction, letters, and training. But not only do the black race in this country owe duties to this country; they owe a great duty to Africa likewise. Their fathers were brought to this country and placed in bondage; and their children, in subsequent generations, notwithstanding all the evils they have endured, have been enabled to seize upon many of the elements of your civilization. Fourteen thousand of my brethren, American black men, have left this country and carried with them American law, American literature

and letters, American civilization, American Christianity, and reproduced them in the land of their forefathers. We have gone out as emigrants from this Republic to the shores of heathen Africa, and recreated these free institutions and a nation modeled after your own.

"Sir, I might stand here and speak of wrongs and injuries, and distresses and agonies, but I prefer rather to dwell upon those adjustments and compensations which have been graciously evolved out of Divine Providence; and which have fitted them to a great work for good, not only here in this country, but likewise in Africa. The black race in this country, as they increase in intelligence, will have to think of Africa; will have to contemplate the sad condition of that vast continent; will have to consider their relation to the people of Africa; must perforce do something for Africa. And thus it will be that, while you are educating my brethren for their duties in America, you will be benefiting Africa. The black men in America are an agency in the hands of the American people, by whom they are enabled to touch two continents with benignant influences. For not only through them will they be shedding intelligence and enlightenment abroad through this country, but they will also in this manner raise up a class of men as teachers and missionaries, who will carry the gospel and letters to the land of their forefathers; and thus the American people will be enabled to enlighten and vivify with the influence of Christianity the vast continent of Africa."

At the close of the remarks, there was loud, long and enthusiastic applause.

Professor Crummell is just from Liberia, where he has been as Professor of Liberia College for thirteen years. He is a minister of the gospel. He will return to that country shortly.

His manner is easy and earnest, and his address very pleasant and graceful. While he spoke *I felt that half the great problem of our present difficulties with that race was solved*. Educate the negro and he will make a good citizen. Our country in the hands of such men is in less danger than in the hands of those who think the normal condition of such men is slavery. The evening was spent in hearing short speeches from teachers of different states, giving the progress of education in their states. The feeling seems to be to obliterate state lines, and call themselves citizens of this great Republic.

The meeting adjourned to the State-Capitol Hotel, where the citizens of Harrisburg had prepared a feast of good things for us, which we enjoyed to the edification of the inner man. We had speeches from Governor Curtin, Simon Cameron, and other distinguished persons of Harrisburg; we had songs and wit, and humor generally; it was truly a 'feast of reason and flow of soul'. About midnight we closed, wondering when we should have another so good time. Such occasions are refreshing and inspiring, and should be enjoyed by all teachers.

The officers elected by the two bodies whose proceedings are given in the foregoing sketch are as follows:

Normal-School Association.—President, Richard Edwards, of Normal, Illinois; Secretary, D. B. Hagar, of Salem, Massachusetts.

National Teachers' Association.—President, J. P. Wickersham, of Millersville, Pa.; Secretary, Samuel H. White, of Chicago, Illinois; Treasurer, Samuel P. Bates, of Harrisburg, Pa.; together with twelve Vice-Presidents and seventeen Counselors.

SCHOOL EXAMINATIONS.

No SCHOOL should be commenced or continued without an expectancy of a public examination. In looking forward to such an exercise, to be conducted as it should be, there is a healthful mental stimulus given to pupils, parents, and teacher.

Do not try to make an examination an exhibition: the object should not be to 'show off' in some particulars of a branch studied; but let the scholars understand, during their studies, that at a certain time they will be called upon to express clearly their practical ideas of the subject studied. Understand, they are to express their *ideas* of the subject, not merely the words of the text-book.

Let them feel that good judges will not expect them to exhaust the subject with but short preparation, and mistakes may occur; but it is honorable for each to do the best he can.

While we would discard an effort for show on some specially-studied part, we would equally deprecate a disposition to entrap or confuse a scholar by asking foreign or unimportant questions.

There are two methods of examination, written and oral. Both should be used. In life we are expected to express our ideas in conversation; also, at times, by the pen. We should be taught how, in school.

In public examinations the methods should be varied; as the oral method may be more interesting to spectators.

Scholars should be exercised in both methods during term-time in the form of reviews. When the oral method is used, perhaps the most impartial way of conducting it is to previously prepare questions on slips of paper and let each member of the class draw from them. But care should be taken to place on each paper such questions as would examine the one drawing it, on different parts of the subject; for one may be well versed on one part and be ignorant of the rest; another may not call to mind what is wanted on one particular part, yet have a good general knowledge of the subject.

An examination requiring written answers is no doubt the most impartial and best for a large class. Ten questions answered by each member of the class in this way, scholars having no communication with each other, will as effectually examine the class as three hundred questions by the oral method. The method of conducting a written examination may be as follows: Let the class be numbered in the absence of the teacher or examining committee, and the number and

name of each candidate placed on a slip of paper for reference after examination. Ten, fifteen or twenty questions, as time for answers will permit, may now be written and numbered on the blackboard; or the same may have been written on paper, and one handed to each member of the class. Each scholar, prepared with a sheet of foolscap paper, pen and ink, answers each question, and numbers the answer to correspond with the number of the question; the question need not be written by the scholar. When the scholar has finished, he places his number, but no name, upon his paper.

The papers are now gathered and placed in the hands of the teacher or committee, who are to examine each answer and number it according to value, marking a perfect answer 10. If an answer is not perfect, but shows some knowledge, it should be marked for what it is worth: this encourages scholars to answer as far as they can, though it may be somewhat imperfect. When each question of a paper is numbered, the sum of those numbers, where there are ten questions, will be the percentage of answers. If fifteen questions are used, divide by one and one-half; if twenty, by two; and the quotient will be the percentage. Put the percentage on the slip containing the number corresponding to the paper, and you have the percentage and name together. Record in a book for reference. Ten Arithmetical problems may be so constructed as to involve nearly all the principles of the book. Ten questions in Geography may be so asked as to require a good general knowledge to be able to answer; as, one may require the location and direction of the mountain-ranges of the earth; another, the river-systems; another, a knowledge of the occupation of the inhabitants in different parts of the world; another may require the different forms of government, etc. Ten questions are usually sufficient in any branch, if well chosen. Of course, the questions should involve only what has been studied.

J. H. K.

TREES AT NORMAL, ETC.

THE planting of trees on our prairies is a matter of so much influence upon our culture,—has so much to do in promoting our civilization,—that we make no apology to our readers for introducing the following, from the *Bloomington Pantagraph*, into our pages. Mr. Fell is certainly worthy of all credit for his efforts in beautifying and improving our prairies. We know of no one better entitled to the

enviable epitaph of Sir Christopher Wren (may it be long before *his* is written), who was buried in the cathedral designed by his own genius: "If you would see his monument, look about you".

WE have been so much struck with the taste displayed in the embellishment of the neighboring village of Normal that we have obtained some statistics in regard to the number of trees planted there, kinds, etc. Jesse W. Fell, Esq., is chiefly entitled to the credit for the present beautiful appearance of the new village. Ten years ago, when he made a small beginning at this place, the grounds now planted were smooth and unbroken, not a tree or shrub to break the monotony of a prairie landscape, or the force of the tempestuous winds that sweep across this naturally defenseless country. Having learned from previous experience—for he claims to have been a tree-planter from the days of his boyhood—the inestimable value of trees for ornament and shelter, as well as for fruit, he determined that, so far as in him lay, North-Bloomington—now Normal—should be distinguished not merely for its unrivaled educational facilities, but for its thorough and systematic attention to ornamental tree-planting. In doing this he had formidable difficulties to contend with, chiefly growing out of financial embarrassments and the dissolution of the old North-Bloomington company, from whose coöperation in carrying on these improvements he had made large calculations. Another serious obstacle to such improvements existed, for several years, in the limited supply of ornamental stock in our nurseries, which, many thanks to Messrs. Phoenix, Colman, and the deeply lamented whole-souled Overman, are now removed. To obviate as far as practicable this difficulty, and to secure a greater variety of trees, he had recourse to the native forests, from whence he obtained in the first two or three years of his planting several thousand trees, most of which, however, perished by the removal. He has long since learned that it is poor economy to plant from the forests any thing you can obtain in the nurseries.

In the year 1855, he commenced by planting out an apple-orchard of 175 trees and a few other ornamental trees, adjacent to his residence. Since then, from year to year, he has been extending his planting, until he has now, exclusive of nursery stock and such plants as rank as shrubbery, on the Home place, embracing about 15 acres, 2,653 trees. These are classified as follows: Various kinds of fruit-trees, 441; deciduous ornamental trees, 1,290; evergreens, embracing 21 varieties, 922. On other lots, blocks, and out-lots on the village plat, he has planted out as standard ornamental trees, that are now growing and designed to remain permanently on the grounds, 9,447; of which 8,720 are deciduous, and 727 evergreens. Thus it will be

seen that the total number planted and now living is 12,100. This embraces about 100 different varieties of trees, though the kinds most extensively cultivated are the maple and elm.

Of the above, nearly one-half have been planted as sidewalk trees, in double rows, the exterior row extending ten feet in the street, protected by temporary fencing, and the interior ones located on the lots from three to eight feet from the street. On a part of the town plat the interior rows consist of the various kinds of evergreens.

Beautiful as these sidewalk trees even now, in their infancy, appear, we have but a faint realization of the magnificent effect produced in coming years, when the future inhabitants of that then superbly beautiful village will walk for miles, continuously, under the cooling and grateful shade of majestic elms and wide-spreading maples.

Careful examination shows that the number of miles of street, estimating both sides, ornamented with sidewalk trees, planted from twenty to thirty feet apart, is $10\frac{73}{100}$. Of this $9\frac{37}{100}$ miles are planted with double rows, one on each side of the sidewalks, and $1\frac{20}{100}$ miles with single rows. If stretched out in one continuous row, it would amount to a small fraction over 20 miles, or more than twice the distance from this city to the town of Hudson.

A few of those trees have been recently planted, but the majority are large enough to give an idea of the future beauty of the village, as they already make shade: very many of them are from eight to ten inches in diameter. Although the village is new, few of the houses being more than three or four years old, the place has an air of finish that we will venture to say is not surpassed by any new town in the West. There is little of that sharp, harsh and raw appearance so disagreeably noticed by travelers from the East when viewing our newly-built Western villages.

If any man in the state, nay, in the Northwest, has discharged with more fidelity his duty to these treeless, tempest-riven prairies than has Mr. Fell, we should be most happy to make his acquaintance. We say this in no spirit of boasting of what has here been accomplished, but with a sincere desire to find out who have excelled in this most laudable branch of rural economy. To this end only do we challenge investigation, on this point.

A word in conclusion, to our Bloomington readers: Much, we are aware, has been done to ornament our streets by tree-planting, and for this we should feel grateful to those who have made their mark on our beautiful city. Living as we do, however, in such close proximity to a point where so much more attention is paid to this most attractive species of improvement, and where, in addition thereto, they have educational advantages of the highest order, is it not probable that

many of our best citizens may be tempted to migrate a little to the North? Bloomington has a population of 10,000, Normal has not 1,000; yet we venture the assertion that there are more miles of street improvements, of this order, in the latter than in the former. These two items—educational facilities, and the tasteful adornment of our homes and highways—have much to do in attracting and retaining the best class of citizens; and our people, and city authorities, will do well to see to it in time, that we are not too far distanced in these regards by our young but ambitious neighbor. Facilities for securing trees at reasonable rates here exist to a greater extent than in any other town or city in the Northwest, and we shall have no one to blame but ourselves if we fail to avail ourselves of the liberal use of them. Let us, then, plant trees, and elevate the standard of public instruction, and, our word for it, posterity will find no reason to complain thereof. If no higher motive influences us, we shall see that the money value of property would be enhanced by attention to these two points of needed improvement.

S E P T E M B E R .

And now, with Autumn's moonlit eves,
Its harvest-time has come.

WHITTIER.

"BEAUTIFUL season!—at once pleasant and pensive. A few flowers yet remain, but they drop off one by one. The aster resists the season's advance. The cold, splendid dahlia still struggles on, through all October, despite the morning frost. The swallows sail around and around in the air, calling to each other. In the North, the stork, having on one foot gravely planned his journey, prepares to desert his favorite haunts." Thus genially discourses Michelet of that sober time of the year of which we are writing.

Now the schools are every where opening. The teacher sighs that the Summer holidays are gone, but turns with cheerful heart to the labors before him. The room echoes with the mingled voices of merriment, expectant childhood. The favorite faces of old pupils are greeted with a smile of satisfaction. The new scholars are approached with kind inquiries about their studies and plans. Seats are assigned, or chosen at pleasure. The programme of recitations is read, various improvements announced, lessons are assigned as soon as possible to fix wandering eyes, and, through patience and management, in a few days scholarly order will prevail in your little Warsaw.

It is not well to be too strenuous in the exercise of discipline at once, especially if you are resuming a former position. It is often urged, we know, that a firm stand at the outstart will save much trouble afterward. Two months of free, unrestrained movement outdoors have induced a sort of childish thoughtlessness which can not in a moment assume the habit of obedience. Temper judgment, therefore, with mercy. Let the blessed memories of your own childhood pervade the administration of justice; and this generous sympathy on your part will duly awaken feelings of propriety and devotion on theirs.

The fall term commonly finds the teacher renewed in body and mind. The professional tedium of a year has been thrown off—if not at Saratoga or Cape May—in the more healthful influences of home ease and enjoyment. Once again at the post of duty, there is an honest desire to avoid the errors of the past and attain greater excellence in the future. Do not let these good resolves be overclouded by the anxieties of the advancing session, but, in the language of the apostle, “Be faithful unto death, and thou shalt receive a crown of life.”

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act that each to-morrow
Finds us further than to-day.

STERLING.

W. W. D.

A TALK WITH MY BOYS ON PERSEVERANCE.

MASTER JOHN wishes to know if we may not have another talk together. Yes, boys, if you think it will do you any good.

Well, John, what shall we talk about? *Leave that to me?* Very well. Let me see,—ah, I have it. Let me picture a little scene that pleased me very much this morning.

As I looked out of my chamber-window quite early, I saw under a large rose-bush a beautiful robin, whose wings, all sparkling with dew-drops, looked as fresh as the bright spring grass.

The movements of the robin were so unusual as to attract my attention. I soon discovered a piece of cotton-string hanging from the bush, to which one end was tightly fastened. Now what do you suppose the robin was doing? *Trying to get the string?* Yes, he was. He first seized it in his bill and began to fly away; but in a moment

the string jerked him back. Again and again he repeated the attempt, with the same result. Then he seized the string again, and having walked backward as far as he could, he tugged and pulled, and jerked now this way, now that way, but all in vain. I tell you, boys, I began to feel a great interest in that robin. I at once respected him. I awoke my boys speedily and called them into my chamber to see this wonderful robin. And we all looked and looked for a long time to see the beautiful bird fly and tug and pull, and try one way and another to get that bit of string off the rose-bush. I began to fear that the plucky little fellow would have to abandon his efforts in despair; because, you see, I began to compare him with some of my school-boys, and thought that they, in his place, would have given it up long before. Not a bit of it. That robin worked away, and worked away, without resting a moment, until, after a very long trial, he made one mighty effort, and away he flew triumphantly with the string in his bill. In a minute that string was woven into his nest, which, if found, no boy in this school, I am sure, will disturb.

Boys, how do you like my picture? *First-rate*. I'm glad you like it. Can't we get some good lessons from it? I think it teaches an excellent lesson. What is it, John? *Perseverance*. Good!

That's just the lesson.

Now, boys, that robin shall be schoolmaster here a few minutes.

Right here on my table stands Master Robin. O, you need n't laugh. Just imagine that you see Master Robin right here making a polite bow and saying "Good morning, young gentlemen." As you do n't understand his language, I will act as interpreter. "I am requested to say a few words to you on the subject of Perseverance. I do n't know much about what you study here, because my early education was neglected; but I do know, my friends, that to do any thing well you must persevere. I have hard work to make my nest in the flowery spring. You saw how long a time and how much hard work it cost me this morning to get a bit of string. Now just think how many strings, and shreds, and straws, I have to pick up for my nest. Then how much labor it takes to put them snugly together so as to hold safely my pretty blue eggs and, by-and-by, my wee little children. It needs perseverance, boys, to do what I have to do; and let me tell you that poor ignorant robins always practice what I am now teaching. You have your hard work to do, I suppose: all I can say to you is, persevere, boys; persevere, persevere. Do n't steal my eggs nor stone my nest. Good-bye, boys, good-bye."

There, Master Robin has flown out of the window. You do n't oft-

en hear a bird talk like that, do you? He made a sensible little speech, did n't he? I hope that some of you will profit by it.

Master George, do you remember that you got discouraged over your grammar-lesson yesterday, and said you could n't learn it? And when I told you that you must recite before going home, you soon learned it.

Master Edward, have you forgotten that tough lesson in arithmetic which you were certain you could n't master? You had tried it, and knew it was too much for you. And yet, when I encouraged you and urged you to persevere, you had the good sense to keep trying until you conquered.

And there was Master — I won't call his name, — who fairly cried over his algebra day after day. He was certain he never should understand it; and begged, with tears in his eyes, that I would let him give it up. "No," I said, and now he is one of the best scholars in his class, simply because I persuaded him to persevere.

On the other hand, there are some boys before me — I think I 'll not name them — who often fail in their lessons, not because they lack ability, but because they give up too easily. They try a little and get discouraged, and then try no more. Ah, my boys, if you do n't learn to persevere while you are young, you never will succeed in manhood. Success in business, of whatever kind, requires effort — long, patient effort.

High position as a professional man or as a business man is attained only by years of persevering struggle. Now, boys, if you get into the way of giving up at trifling difficulties, or even at serious ones, you never will achieve success in life.

I wish I had time to tell you about some of the men who, after many years of seeming failure, have finally, in spite of poverty and ridicule, accomplished results that made them rich and famous, and were of vast benefit to the world.

But it is time to stop our talk and go to work. Do n't forget the robin, his string, and his lesson. What did Master Robin teach you? *Perseverance*. Right. Let me see some fine specimens of perseverance to-day.

Massachusetts Teacher.

CAPACITIES native in man, as also his foreign resources, are almoners dispatched to our world. Properly appropriated, they will elevate and give dignity to the race. Through inactivity, or improper use, intellectual imbecility and moral night will prove its inevitable doom.

MR. LINCOLN'S FAVORITE POEM.

B. F. CARPENTER, the artist, in a note to the *New-York Evening Post*, says: "I have been urged by several friends to send you the inclosed poem, written down by myself from Mr. Lincoln's lips; and although it may not be new to all of your readers, recent events give it a peculiar interest. The circumstances under which this copy was written are these: I was with the President alone one evening in his room, during the time I was painting my large picture at the White House, last year. He presently threw aside his pen and papers and began to talk to me of Shakspeare. He sent little 'Tad', his son, to the library to bring a copy of the plays, and then read to me several of his favorite passages, showing genuine appreciation of the great poet. Relapsing into a sadder strain, he laid the book aside, and leaning back in his chair, said: 'There is a poem which has been a great favorite with me for years, which was first shown to me when a young man by a friend, and which I afterward saw and cut from a newspaper and learned by heart. I would,' he continued, 'give a great deal to know who wrote it, but have never been able to ascertain.' Then, half-closing his eyes, he repeated to me the lines which I enclose to you. Greatly pleased and interested, I told him I would like, if ever an opportunity occurred, to write them down from his lips. He said he would some time try to give them to me. A few days afterward he asked me to accompany him to the temporary studio of Mr. Swayne, the sculptor, who was making a bust of him at the Treasury Department. While he was sitting for the bust, I was suddenly reminded of the poem, and said to him that then would be a good time to dictate it to me. He complied; and sitting on some books at his feet, as nearly as I can remember, I wrote the lines down, one by one, from his lips."

O, WHY SHOULD THE SPIRIT OF MORTAL BE PROUD?

O, why should the spirit of mortal be proud?
Like a swift-fleeting meteor, a fast-flying cloud,
A flash of the lightning, a break of the wave,
He passeth from life to his rest in the grave.

The leaves of the oak and the willow shall fade,
Be scattered around and together be laid;
And the young and the old, and the low and the high,
Shall moulder to dust and together shall lie.

The infant a mother attended and loved ;
 The mother, that infant's affection who proved ;
 The husband, that mother and infant who blessed,—
 Each, all, are away to their dwelling of rest.

The hand of the king that the sceptre hath borne ;
 The brow of the priest that the mitre hath worn ;
 The eye of the sage and the heart of the brave,
 Are hidden and lost in the depth of the grave.

The peasant, whose lot was to sow and to reap ;
 The herdsman, who climbed with his goats up the steep ;
 The beggar, who wandered in search of his bread,
 Have faded away like the grass that we tread.

So the multitude goes, like the flower, or the weed,
 That withers away to let others succeed ;
 So the multitude comes, even those we behold,
 To repeat every tale that has often been told.

For we are the same our fathers have been ;
 We see the same sights our fathers have seen,
 We drink the same stream and view the same sun,
 And run the same course our fathers have run.

The thoughts we are thinking our fathers would think ;
 From the death we are shrinking our fathers would shrink ;
 To the life we are clinging they also would cling :
 But it speeds for us all, like a bird on the wing.

They loved, but the story we can not unfold ;
 They scorned, but the heart of the haughty is cold ;
 They grieved, but no wail from their slumber will come ;
 They joyed, but the tongue of their gladness is dumb.

They died, ay ! they died ; we things that are now,
 That walk on the turf that lies over their brow,
 And make in their dwellings a transient abode,
 Meet the things that they met on their pilgrimage road.

Yea ! hope and despondency, pleasure and pain,
 We mingle together in sunshine and rain ;
 And the smile and the tear, the song and the dirge,
 Still follow each other, like surge upon surge.

'T is the wink of an eye, 't is the draught of a breath,
 From the blossom of health to the paleness of death,
 From the gilded saloon to the bier and the shroud : —
 O ! why should the spirit of mortal be proud ?

As given above, the seventh verse of the poem is omitted. It is as follows :

The saint who enjoyed the communion of Heaven,
The sinner who dared to remain unforgiven,
The wise and the foolish, the guilty and just,
Have quietly mingled their bones in the dust.

The poem was written by William Knox, a Scotchman of great promise, who died at the age of thirty-six. It is in a collection entitled, 'The Sacred Poets of England and America', edited by Rufus W. Griswold. Knox was born in humble life, in Roxburyshire, in 1789, and died in 1825.

R. I. Schoolmaster.

SCHOOL DISCIPLINE.

[WE commend the following, from the Report of Superintendent Roberts, of Galesburg, to the attention of parents. They will find it useful to heed its suggestions.—ED. TEACHER.]

The discipline of the schools has suffered from the indiscreet efforts of some parents to obtain redress for alleged excessive punishment of their children, through the courts of justice. Such a course is greatly to be deprecated, however just the provocation, as entirely unnerving the teachers from exercising the severity some times necessary to subdue the wills of children too little accustomed to restraint at home.

Indeed, little fellows not ten years old have thought to keep their teachers at bay with the significant threat "You dare not whip me; if you do, father will prosecute you."

No parent with an enlightened regard for the good of his own children, and of the public schools, will consent, however he may feel himself aggrieved in the person of his child, to weaken the hands of our teachers in this way. The following order, passed by the Board, covers the ground, and will commend itself to the good judgment of all.

"Inasmuch as two of our teachers have been involved in legal prosecutions by reason of inflicting corporal punishment upon their pupils, we deem it proper to give our teachers some rule of action in regard to it."

"And first, we wish it distinctly understood that *good order* must always be maintained at all hazards in all the schools. To accomplish this, we urge upon the teachers the use of all their tact, kindness, and firmness; appeals to the nobler nature of the scholar, and a generous trust in his honor. But when all these fail, as fail they some times

will, one of two courses must be resorted to — *expulsion, or corporal punishment*. The former we can not recommend, as school is the proper place for the cultivation of good manners and morals, which such scholars especially need. Hence, the latter becomes a necessity. And we here distinctly say to both teachers and scholars, that we stand by and defend the teachers in the use of corporal punishment when it seems absolutely necessary to the maintenance of good order in the school, cautioning the teachers in its use to temper it with the most prudent measures the circumstances of the case will allow; while, at the same time, they promptly, completely, and unconditionally, subdue the pupil under discipline. Furthermore, we request parents feeling aggrieved at the course of any of our teachers to enter complaint to the 'Board of Education', rather than attempt to seek redress before a legal tribunal, thus breaking down the authority of the teacher over all the pupils, and directly tending to destroy good order and discipline in all the schools."

POVERTY NOT SO GREAT A CURSE.

If there is any thing in the world that a young man should be more grateful for than another, it is the poverty which necessitates his starting in life under very great disadvantages. Poverty is one of the best tests of human quality in existence. A triumph over it is like graduating with honor from West Point. It demonstrates stuff and stamina. It is a certificate of labor faithfully performed. A young man who can not stand this test is not good for any thing. He can never rise above a drudge or a pauper. A young man who can not feel his will harden as the yoke of poverty presses upon him, and his pluck rise with every difficulty that poverty throws in his way, may as well retire into some corner and hide himself. Poverty saves thousands more than it ruins, for it only ruins those who are not particularly worth saving, while it saves multitudes of those whom wealth would have ruined. If any young man who reads this letter is so unfortunate as to be rich, I give him my pity. I pity you, my rich young friend, because you are in danger. You lack one great stimulus to effort and excellence, which your poor companion possesses. You will be very apt, if you have a soft spot in your head, to think yourself above him, and that sort of thing makes you mean, and injures you. With full pockets and full stomach, and good linen and

broadcloth on your back, your heart and soul plethoric, in the race of life you will find yourself surpassed by all the poor boys around you before you know it.

No, my boy! if you are poor, thank God, and take courage, for He intends to give you a chance to make something of yourself. If you had plenty of money, ten chances to one it would spoil you for all useful purposes. Do you lack education? Have you been cut short in the text-books? Remember that education, like some other things, does not consist in the multitude of things a man possesses. What can you do? That is the question that settles the business for you. Do you know men, and how to deal with them? Has your mind, by any means whatever, received that discipline which gives to its action power and facility? If so, then you are more a man, and a thousand times better educated, than the fellow who graduates from college with his brains full of stuff that he can not apply to the practical business of life — stuff, the acquisition of which has been in no sense a disciplinary process, so far as he is concerned. There are few men in this world less than thirty years of age, and unmarried, who can afford to be rich. One of the greatest benefits to be reaped from great financial disasters is the saving of a large crop of young men.

TIMOTHY TITCOMB.

O B S T R E P E R O U S T E A C H E R S .

THE derelictions of some of the New-York teachers have recently been so flagrant as to attract public attention.

1. A communication from a school officer, to the Board of Education, states that a teacher in Grammar School No. 29 has been in the habit of appearing before his class in a state of intoxication; that at one time the class were thus for three weeks deprived of his services, and that, when urged to resign, the teacher utterly refused to vacate his position.

2. An instructress in the Olive-street School has pleaded guilty, on the finding of a bill of indictment for a felonious assault and battery committed on the person of another woman.

3. Charges have been preferred against a school trustee of the Nineteenth Ward — an affidavit showing that he has endeavored to defraud the wife and children of a deceased soldier, by retaining the bounty and back pay which he had been commissioned to collect.

4. An instructress in Primary School No. 10 has been charged

with cruelly beating a little boy ; and though a committee exonerated her, the resulting resolution, adopted by the Board of Education, and the remarks made pending its discussion, are very strongly condemnatory.

It has been reasonably urged that we are not to denounce a class because individual members of that class prove unworthy of their position, and that the teachers of New York are not accountable, as a body, for the crimes of particular members of their profession. Yet it is a notable fact that a large number of the teachers employed in the public schools of the city are totally unfit for their places, either morally or intellectually. Because a person successfully passes examination, and receives a certificate of qualification to teach, it does not follow that he is therefore competent to lead the mind of youth. More discrimination is needed in the selection of teachers. Political and personal influence is allowed to weigh too heavily in the balance, and is apt to be taken into consideration in preference to moral and intellectual fitness. The standard of qualifications for teachers should be so high as to debar all applicants who are not in every respect competent. Any other public position may with less fatal consequences be filled by unworthy officials. Let city councils wrangle about the cleaning of the streets. Let Fourth-of-July committees change the corporation greenbacks into pyrotechnic blue-lights and rockets. But let us have integrity among teachers, and order in the schools.

Parents, it is truly said, do not appreciate the important trust which they delegate to the teacher, and are apt to overlook the fact that in the school-room, more than in the family-circle, the child is moulded into the future man. There is a disposition to leave this important matter entirely with the teachers, and to depend on them for the full charge of education. If parents would make it a point to pay occasional visits to the schools, see for themselves what progress their children are making, and judge for themselves of the capabilities of teachers, much good might be accomplished. This course would not only satisfy parents regarding the condition of the schools, but would exercise a wholesome influence upon the teachers, cause them to be more mindful of their duties, and stimulate the children with an increased ardor in the prosecution of their studies. The influence thus brought to bear would tend to remove incompetent teachers, for no evil can long withstand the assaults of public opinion when rightly directed. It is certainly the duty of every parent to assure himself that his child is properly instructed. This knowledge can be acquired only by personal observation.

American Educational Monthly.

"NOW I LAY ME DOWN TO SLEEP."

In the quiet nursery chambers,
Snowy pillows yet unpressed,
See the forms of little children,
Kneeling, white-robed for their rest.
All in quiet nursery chambers,
While the dusky shadows creep,
Hear the voices of the children,—
"Now I lay me down to sleep."

In the meadow and the mountain
Calmly shine the winter stars,
But across the glittering low lands
Slant the moonlight's silver bars.
In the silence and the darkness,
Darkness growing still more deep,
Listen to the little children,
Praying God their souls to keep.

"If we die,"—so pray the children,
And the mother's head drops low
(One from out her fold is sleeping
Deep beneath this winter's snow);
"Take our souls;"—and past the casement
Flits a gleam of crystal light,
Like the trailing of His garments
Walking evermore in white.

Little souls, that stand expectant,
Listening at the gates of life,
Hearing, far away, the murmur
Of the tumult and the strife;
We, who fight beneath those banners,
Meeting ranks of foemen there,
Find a deeper, broader meaning
In your simple vesper prayer.

When your hands shall grasp this standard,
Which to-day you watch from far,
When your deeds shall shape the conflict
In this universal war,
Pray to Him, the God of battles,
Whose strong eye can never sleep,
In the warring of temptation,
Firm and true your souls to keep.

When the combat ends, and slowly
Clears the smoke from out the skies,

When, far down the purple distance,
All the noise of battle dies,
When the last night's solemn shadows
Settle down on you and me,
May the Love that never faileth
Take our souls eternally.

Springfield Republican.

TRUE ELOQUENCE.—No country in the world offers such a field for the exercise of eloquent, impressive speech as ours. There is no limit to the audience you may gather, but such as grows out of your physical ability to reach them. As far as you can make your voice heard, there will be people to hear you. But this on certain conditions. You must have something to say worth hearing; something which the world needs to hear; something fresh, earnest, vigorous; something which is the product of your own mind, the result of your own observation, the inference of your own reason, the impulse of your own heart, and not the mechanical repetition of stale and weary platitudes. I never saw a large crowd collected to listen to the music of a barrel-organ. There is an instinct in the masses, however uncultivated, by which they distinguish real from factitious eloquence. You must believe in what you say if you would make others believe in it. You must show that you believe in it; and in order to do this, you must not measure your words by what you suppose to be the belief of those whom you address, but let your own honest conviction enpire your words, and not measure them at all. There is a kind of forcible feebleness which expends itself in monotonous mystification that some call eloquence; but it never strikes any where, never rends the granite; it is only the thunder without the lightning. If impassioned feeling naturally and of necessity breaks through the ordinary limits of decorum, the multitude will respond and all hearts heave and throb in unison; but the affectation of feeling is simply disgusting. The most profound and deepest emotions, however, do not express themselves in this way; an ordinary tempest lashes the waves and sends them foaming and fretting into the air, but the hot, awful simoom, when it touches the ocean, presses so hard upon the waters that all seems like a deadly calm.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"No. 56 Park Avenue, Chicago."

SOLUTION.—15. "The area of a plane triangle is 60 acres and $70\frac{1}{2}$ perches; the perpendicular from the vertical angle divides that angle in the ratio of 3 to 4, and the base into two segments differing by 125 perches. Required, the sides of the triangle."



Let ABC represent the triangle. Let $AD=x$, angle $BAD=3\phi$, and angle $CAD=4\phi$. 60 acres and $70\frac{1}{2}$ perches = 9760 $\frac{1}{2}$ perches. By Trigonometry, we have $BD=x\tan 3\phi$, and $CD=x\tan 4\phi$. Therefore, by the problem, $x^2(\tan 4\phi + \tan 3\phi) = 19341$...[1], and $x(\tan 4\phi - \tan 3\phi) = 125$...[2]. Eliminating x between [1] and [2], we obtain $15625(\tan 4\phi + \tan 3\phi) = 19341(\tan 4\phi - \tan 3\phi)$...[3]. Now $\tan 3\phi = \frac{3\tan\phi - \tan^3\phi}{1 - 3\tan^2\phi} = \frac{3y - y^3}{1 - 3y^2}$, by putting $y = \tan\phi$; and $\tan 4\phi = \frac{4\tan\phi - 4\tan^3\phi}{1 - 6\tan^2\phi + \tan^4\phi} = \frac{4y - 4y^3}{1 - 6y^2 + y^4}$. Substituting in [3], we finally obtain $15625(7y - 35y^3 + 21y^5 - y^7)(1 - 9y^2 + 19y^4 - 3y^6) = 19341(y + 3y^3 + 3y^5 + y^7)^2$; or, reducing, $19341y^{12} - 46875y^{10} + 116046y^8 + 1281250y^{10} + 290115y^8 - 8015625y^6 + 386820y^4 - 13687500y^4 + 290115y^2 - 7328125y^2 + 116046y^2 + 1531250y^2 + 19341y = 109375$...[4]. Whence $y = \frac{1}{3} = \tan\phi$. $\therefore \tan 3\phi = \frac{1}{3}$, and $\tan 4\phi = \frac{2}{3}$. Substituting in [2], we get $x = 63 = AD$. $\therefore x\tan 3\phi = 91 = BD$; $91 + 125 = 216 = CD$, and $216 + 91 = 307 = BC$.

$$AB = \sqrt{AD^2 + BD^2} = \sqrt{63^2 + 91^2} = \sqrt{12250} = 35\sqrt{10} = 110.6797 + ;$$

$$AC = \sqrt{AD^2 + CD^2} = \sqrt{63^2 + 216^2} = \sqrt{50625} = 225.$$

Franklin, Venango Co., Pa.

ARTEMAS MARTIN.

PROBLEMS.—16. A man lets out 2000 sheep to double once in 4 years; but, by mutual consent, takes them back again in 3 years. How many sheep should he receive?

SIGMA.

17. Three graziers, A, B, and C, rented a pasture for 7 weeks, for a certain sum per week, to be paid at the expiration of the term. At first, A put in 15 sheep, B put in 14 cows, and C put in 12 oxen, when A finds that he must pay \$20 per week. At the end of 3 weeks, A put in 10 cows, B put in 6 oxen, and C put in 13 sheep, when B finds that he must pay \$26.40 per week. On the expiration of 5 weeks, A put in 4 oxen, B put in 25 sheep, and C put in 18 cows, when C finds that he must pay \$32 per week. Required, the sum each must pay at the end of the 7 weeks.

ARTEMAS MARTIN.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE NEGRO'S SPEECH.—To the suggestion that the negro is incapable of culture there was an answer at the Harrisburg meeting, by way of an address from a graduate of Cambridge University, England. This gentleman is a professor in the Liberia College, West-Africa, and was born in the United States,—as we suppose, in a state of slavery. As to the speech, our readers may judge for themselves, for it is printed in the *Teacher* with the proceedings of the Association. As to the degree of nigritude belonging to the man, all who were present will remember that it would be difficult to imagine it increased. We are not sure that charcoal would make a white mark on him, but we should as soon try an experiment with that view upon him as upon any one we remember of having lately seen. It certainly was not the white blood that spoke in his case.

And those who heard the speech and saw the professor will also bear testimony to the gentlemanly, dignified and modest bearing that marked him. The speech was extemporaneous,—there had been no time for preparation,—and it was delivered with an ease, a grace, a fluency and a modesty that would have done credit to any man on that floor. Words seemed to fall from his lips with a force and an elegance that we rarely see attained.

Now what is to be done? Here is the cat fairly out of the bag. A negro, as black as they ever make them,—one of the very beings that 'have no rights that a white man is bound to respect',—stands up, at a moment's warning, before a vast audience, in the capital of conservative Pennsylvania, and, with a provoking perversity, shows himself capable of the highest culture! Shade of Roger B. Taney! where wert thou, that thou didst not by some ghostly power prevent the enacting of so pernicious a libel upon the 'conservative' gospel! And to think of the assurance of the negro!—not for appearing before the audience: he was invited to come before the meeting, and, according to the 'conservative' gospel, the negro never declines any honor offered him. But what we denounce him for is that he had the audacity to come forward and show himself a man! This is what excites our ire. Why did not the image in ebony swagger, misuse the King's English, or otherwise make himself ridiculous, as he was in duty bound? This is the unpardonable offense.

And we fear that the African will keep right on doing this same thing. The A-B-Cs are flourishing in Dixie at a rate calculated to strike horror into the heart of every lover of the 'Union as it was'. The Spelling-book comes after and continues the mischief. And we understand from Gen. Howard that the end is not yet reached,—that Arithmetic, Latin, the Constitution of the United States, and the Emancipation Proclamation, are likely to be successively mastered. And what shall the country come to when all the mysteries of our glorious politics become exposed to every swarthy chattel in Secessia?

Yes, this is the crime of the negro, that he actually does it,—masters the difficulties, overcomes the obstacles to culture, becomes a man—cultivated, refined,

modest, and gentlemanly. If he would only make a miserable failure of it; if he would only in some way demonstrate his incapacity; if he could only be compared, to his own disadvantage, with the Hon. Fernando Fuel in respect to honesty, uprightness, and a true gentlemanly deportment; if he would only show himself to be more of a rowdy than Patrick O'Rourke; if he would only exhibit a greater fondness for whisky than the Hon. gentleman from Buncombe;—it would be all right: in this way we should soon be rid of him and his claims. But the impudent creature does no such thing: in stead of that, he is industrious, and learns the alphabet, and appropriates the virtues to his own use! *O tempora! O mores!* Surely SOMETHING is marching on!

HARVARD COLLEGE.—*Mr. Editor:* Having just had the pleasure of attending the exercises of Commencement week at Harvard College, it has occurred to me that a few facts relative to the past and present of this institution might be of interest to your readers.

Harvard College was founded September 8, 1636, sixteen years after the settlement of Plymouth and six after that of Boston, by an act of the General Court of the province in the following words: "The Court agree to give four hundred pounds towards a school or college, whereof two hundred pounds shall be paid the next year and two hundred pounds when the work is finished, and the next Court to appoint where and what building." The next year the General Court, through a committee of "twelve of the most eminent men of the Colony", caused a building to be erected at Newton, soon after called Cambridge.

In 1638 John Harvard, "a dissenting clergyman of England, resident at Charlestown", dying, left nearly eight hundred pounds sterling for the immediate use of the college, and also bequeathed his entire library, containing over three hundred volumes—a remarkable number for a private library in those days,—as the foundation of the college library. By the munificence of Harvard the sympathies of the colonists were aroused, and the infant college, now called Harvard College, received liberally of rich and poor alike in all parts of the colony. One man gave a number of sheep, another a pewter flagon worth ten shillings, others a fruit-dish, a sugar-spoon, a silver-tipt jug, one great salt, and one small trencher salt, etc.

The college was first under the charge of Nathaniel Eaton; but he having been in 1639 "accused of ill-treating the students, of giving them bad and scanty diet, and exercising inhuman severities towards them; but particularly of beating his usher, Nathaniel Briscoe, and that in a most barbarous manner", was fined, dismissed from the college, and excommunicated from the church in Cambridge. After this he went to Virginia. Mr. Eaton had been called Master, and the institution under his charge hardly deserved the name of a college. His successor, Rev. Henry Dunster, received the title of President, and under his wise and able government (for the historians of the college speaks of Mr. Dunster as a superior man, both in education and natural endowments) the college at once took a high stand in the colony, and ere long won a favorable reputation in England.

The first class, consisting of nine members, was graduated in 1642, receiving the degree of Bachelor of Arts. Now, each year, about two hundred and fifty are graduated from all departments of the institution, which has become a University in the true sense of the word. The last catalogue contains the names of 819

students. The libraries of the University contain 163,500 books and about half as many pamphlets. The property of the college, aside from college buildings, libraries, museums, and the grounds about them, stands on the treasurer's books for 1863-64 as \$1,772,076.23. Annually more than \$16,000 are given by the college in the form of scholarships, prizes, and gratuities, to meritorious students; so that a young man finds the college an *Alma Mater* in a pecuniary sense, as well as in other respects; and I am safe in saying that there is no other college in the country, worthy the name, where young men of good abilities and earnest purposes can pursue a college course upon so small private resources. The forty scholarships vary from one to three hundred dollars, there being twenty of two hundred and fifty, and two of three hundred.

The charter of 1642 grants to the government of the college power "to make and establish all such orders, statutes, and constitutions, as they shall see necessary for the instituting, guiding and furthering of the said college, and the several members thereof, from time to time, in piety, morality, and learning. The motto on the first college seal is *Veritas*. They who have had charge of the institution have deemed that they would best carry out the spirit of this motto and charter by keeping the college as far as possible from sectarian influences, and securing for the students instructors of the highest attainments and morality. How well they are succeeding in this purpose the names of Thomas Hill, A. P. Peabody, Emory Washburn, Louis Agassiz, Benjamin Pierce, O. W. Holmes, Asa Gray, James Russell Lowell, and many other names found on the present list of instructors, amply testify.

An old writer speaking of the founders of New England says: "Their love of learning was not natural curiosity, or inquisitive appetite; not for entertainment and delight; not for ornament and reputation; not for victory of wit; not for lucre; not as a couch, for rest; not as a terrace, for prospect; not as a tower, for pride; not as a fort, for command; not as a shop, for profit; but to give a true account of the gift of reason, to the benefit and use of man, and to erect a rich storehouse, for the glory of the Creator, and the relief of man's estate." Whoever will take the pains to examine the roll of Harvard students for the past, or listened to the exercises of Commencement day, and of the Phi-Beta-Kappa Society, 'the college literary Legion of Honor', on the next day, can hardly feel that our oldest University fails to do her part toward accomplishing these high purposes of the fathers.

During the Revolutionary War one student was dismissed from the college on account of openly-expressed tory principles; but among her graduates were found all the men who took an advanced position in Massachusetts, and all the signers of the Declaration of Independence from that state, with John Hancock at their head. During the war just terminated her students have held no inferior place. From the literary department (the only department for which complete statistics have been made out) 528 have been in war; almost one-fourth of the living members of this department, a larger number, probably, than from any other similar class of men in civil pursuits, if it be taken into account how many of them were not of military age. Among this number are found eight major-generals and one rear-admiral, and many other officers in the army and navy of high rank; while not a few have borne the musket, or manned the gun. Of this 528, ninety-three have fallen in battle, or from wounds or sickness. On Friday of Commencement week was the commemoration in honor of these heroes living and dead. An ora-

tion was delivered by Rev. Dr. Putnam, of Roxbury, and two thousand guests and graduates of the college, soldiers and others, with their friends, were entertained at the dinner which followed. Among the guests was Gen. Meade, upon whom the degree of LL.D. has just been conferred by the college, who was received with much applause. The after-dinner speeches were enlivened by poems by Holmes and Lowell and Mrs. Julia Ward Howe. It is proposed to erect, as a committee of fifty already appointed may decide, either a monument or an alumni hall, as a memorial of the dead who have died in the service of the country during the past four years.

That this institution, which has been so identified from the earliest times with the true spirit of country, may long continue to be the nursery of 'piety, morality, and learning', and, as a constituent part of each of these, of patriotism, must be the wish of every true friend of education.

L.

INDIANA STATE NORMAL INSTITUTE.—This Institute, under the direction of a committee chosen by the State Teachers' Association, held a four-weeks session at Knightstown, beginning July 11th. The expenses were borne by charging the members a small tuition-fee. Something more than 100 of the teachers of the state attended, and a more earnest and attentive body of educators it has seldom been our lot to meet.

The session continued from six to seven hours each day, besides an hour before and after session devoted to drill in Gymnastics. A Primary Model School, made up of children from the town and taught by a teacher of one of the Cincinnati Primary Schools, held daily sessions three hours long. Public lectures were given about three evenings each week in a large and fine hall, which was filled on almost every occasion.

Several of the most prominent teachers of Indiana took part in the instruction, aided by two or three gentlemen from Cincinnati, and by Prof. Hewett of the Illinois Normal University. Hon. Henry Barnard, of Connecticut, was present one day and evening. He interested the Institute very much by giving some account of his personal labors in the cause of education in Rhode Island and elsewhere. Few men have labored longer or more devotedly than he, or for a less reward so far as material compensation is concerned. A large number of his publications for teachers were sold to the members of the Institute after he left, thus furnishing them valuable professional reading, which can be obtained—much of it at least—from no other source.

The Gymnastic exercises were under the drill of Prof. Graeser of Cincinnati; and we must say that we have never seen a better system of Gymnastics, nor a more enthusiastic and successful teacher of the subject. He uses light apparatus—wooden dumb-bells, rings and wands,—and his exercises tend chiefly to strengthen the muscles of the chest and back. He is the regular teacher of this subject in the Public Schools of Cincinnati.

Institutes, or Normal Schools, continuing from two to six weeks, are very common in this state and in Ohio; but the one at Knightstown is the first that has attempted to bring in more than the teachers of a single county, we believe. In the absence of regular Normal Schools, they are doing much to benefit teachers and raise the teachers' profession. And it speaks very much for the teachers of Indiana that, with their public-school system in its present imperfect state,—

with no provision by the state for a Normal School,— with the present low standard of teachers' wages,— they are willing to give four or six weeks of vacation, and to pay their own board, traveling expenses, and tuition-fees, for the sake of professional improvement. All honor to them; we know they are a noble band; let them still hold on with their present courage and self-sacrifice, and success will follow,— there must be a brighter day before them,— a day of promise for their own profession and for the youth of the Hoosier State. E. C. H.

SUPERINTENDENT HENKLE, of Salem, Ohio, gives a catalogue of all the pupils in the public schools of that town, with the examination averages, attendance, etc., of each one for the year. He counts up 785 names in all. This is the first attempt we have seen made to expose in print so many names with their averages, etc. The effect must be good in stimulating the pupils to a proper degree of exertion, and the report shows Prof. Henkle to be a man of energy and industry.

PERSONAL ITEMS — Our old friend D. B. Hagar has been appointed Principal of the State Normal at Salem, Mass. We heartily welcome him into the Normal ranks, and consider his accession an important and valuable one. Of Mr. Hagar's reputation as a teacher it is needless to speak. As Principal of the High School at West-Roxbury, Mass., he has won an enviable fame, which has by no means been confined to his own neighborhood or state. He is known throughout the nation, and very favorably known; and if any one desires to see whether he knows how to manage young people or not, let such a one read the robin exercise on perseverance in the present number of the *Teacher*, and headed 'Talks with my Boys'.

Prof. Alpheus Crosby, Mr. Hagar's predecessor at Salem, has resigned the position after a highly successful labor of eight years. He has done for the school a noble work, having greatly enlarged the library, cabinet, etc., and procured an enlargement and improvement of the building. We understand he intends to devote himself to the improvement of the freedmen. Prof. C. is well known as a profound scholar, and the author of a Greek Grammar, etc.

THE MAN WITHOUT A COUNTRY, a small pamphlet published by Ticknor & Fields, Boston, is a reprint of a remarkable story, published originally in the *Atlantic Monthly*. It traces the career of a man who, wearing the uniform of the United States, in his fool-hardy madness, abjured and cursed his country, and wished he might never hear of it again. He was sentenced by a court-martial to have his wish, and the narrative shows how terrible a punishment the execution of the sentence involved. It is a good story to read in these days of ours, when so many men wearing the national uniform have been guilty of crimes so much more heinous than that of poor Philip Nolan.

OUR ADVERTISING PAGES.— In this and the last preceding numbers of the *Teacher* our readers will find a large number of new advertising pages, together with a good supply of those that had previously been laid before them. To all these, old as well as new, we invite their attention. The most enterprising business men generally understand and appreciate most fully the benefits of advertising; and purchasers, on the other hand, well know and appreciate the advantage of dealing with men of enterprise and business capacity.

LOCAL INTELLIGENCE.

GALESBURG.—We have received the Report of the Board of Education of Galesburg. It shows that in several particulars the schools of that city and the cause of education are making progress. A new school-house is building, which is spoken of as worthy of its mission and of the town.

We observe an excellent order of the Board of Education concerning corporal punishment. We have many proofs of various kinds to the effect that the race of fools has not become extinct; but of all the actual demonstrations of this fact, the course of some parents in regard to the conduct of their children in school seems to us the most unequivocal. When will parents learn that whenever they interfere with the discipline of their children at school they are sowing the seeds of future trouble to themselves,—trouble, too, of the saddest and most heart-rending character?

SCHOOL DEPARTMENT OF N. W. SANITARY FAIR.—The following is a statement of the contributions of the schools of different sections to the Sanitary Fair recently held in this city:

Chicago High School	\$380 00
Dearborn School, Chicago.....	201 74
Jones " "	296 15
Scammon " "	184 43
Kinzie " "	245 66
Franklin " "	527 02
Washington " "	168 12
Moseley " "	429 24
Brown " "	456 80
Foster " "	425 06
Ogden " "	340 51
Newberry " "	99 72
No. 12 " "	136 71
Skinner " "	669 66
Haven " "	692 90
South-Chicago " "	53 67
Bridgeport " "	142 47
Colored " "	33 38
Miscellaneous	15 00
Total from Chicago.....	\$5,448 24

Contributions received by the Chairman of the Committee, J. L. Pickard, Esq., from sources outside of the city were as follows:

From Iowa.....	\$2,989 18
" Illinois	2,858 52
" Indiana.....	195 98
" Wisconsin	294 97
Miscellaneous.....	318 69
Total.....	\$6,657 34

The sum of \$1,640.82 was received from different sources by the Treasurer of the Fair direct.

The grand total of receipts by the School Department was \$12,616.40. w.

SALARIES IN CHICAGO.—At a recent meeting of the Board of Education, the subject of a revision of salaries paid to teachers was referred to a special committee for investigation. After a careful and patient examination of the subject, not only in reference to the system of schools in the city but also in its general bearing, the committee, through their Chairman, J. F. Ballantyne, Esq., presented a report from which we are glad to make a few extracts:

Introduction.—"After careful investigation, your committee find that considerable dissatisfaction exists among both male and female teachers with the present salaries; that there is a general idea prevalent in the community that they are inadequate; and that this impression has been shared to no small extent by former members of this Board, but that, in consequence of the lack of funds, they were prevented from increasing them. It has also been found that, with regard to female teachers, a large proportion of them do not receive sufficient compensation for their services to meet their necessary expenses, and that in consequence thereof they are under obligations to their friends and relatives for assistance, or have to incur debts which embarrass and unfit them for a proper discharge of their duties. With regard to the male teachers of the city, it has also been found that, in cases where families have to be supported from the salaries received, there is great difficulty in making 'both ends meet', and some of them, in order to procure sufficient means to meet reasonable demands, have to engage in occupations during their leisure hours and vacations wholly foreign to their profession, and in some respect not altogether consistent with their duties."

For the guidance of the Board, the committee prepared and presented a table showing the salaries paid to teachers in several of the prominent cities:

<i>New-York City.</i> —Salaries of Principals of Boys' Grammar Schools		\$2,250
Salaries of Vice-Principals of Boys' Grammar Schools.....		1,800
Salaries of First Assistants of Boys' Grammar Schools.....		1,400
Salaries of Second Assistants of Boys' Grammar Schools.....		1,200
Salaries of Third Assistants of Boys' Grammar Schools.....		1,000
Salaries of female Assistants of Boys' Grammar Schools.....		\$400 to 800
Salaries of Principals of Girls' Grammar Schools (females).....		1,200
Salaries of Vice-Principals of Girls' Grammar Schools (females)...		960
Salaries of First Assistants of Girls' Grammar Schools (females)...		800
Salaries of Second Assistants of Girls' Grammar Schools (females)		650
Lowest salary of female Assistants.....		400
<i>Boston.</i> —Salaries of Masters.....		\$2,200
Salaries of Sub-Masters.....		1,800
Salaries of Ushers.....		1,400
Salaries of female Head Assistants.....		600
Salaries of other female Assistants.....		550
Number of pupils to each school.....		600 to 800
Number of Pupils per Teacher.....		50
<i>Brooklyn.</i> —Salaries of Principals.....		\$2,000
Salaries of Heads of Departments (females).....		550 to 600
Salaries of female Assistants.....		300 to 500
Number of pupils in each school.....		800 to 1,500
<i>Philadelphia.</i> —Salaries of Principals Boys' Grammar Schools.....		\$1,500
Salaries of Principals Girls' Grammar Schools (females).....		750
Salaries of female Assistants.....		300 to 450
Number of pupils to each school.....		150 to 250
<i>St. Louis.</i> —Salaries of male Principals.....		1,400 to 1,500
Salaries of female Principals.....		800 to 900

Salaries of female Assistants.	450 to 800
Number of pupils to each school.	200 to 800
Number of pupils per Teacher.	42
<i>Cincinnati.</i> —Salaries of male Principals.	\$1,500
Salaries of two male Assistants to each school.	1,000
Salary of female Assistant.	600
Salaries of other female Assistants.	240 to 420
Number of pupils to each school.	600 to 1,300
Number of pupils per Teacher.	50
<i>Chicago.</i> —Salaries of Principals.	1,400
Salaries of female Head Assistants.	500
Salaries of female Assistants.	400 to 500
Number of pupils to each school.	700 to 1,900
Number of pupils per Teacher.	63"

The Committee also present a table showing the cost of tuition in the same cities. Though this item is not made out upon precisely the same basis by different Boards of Education, the table will be found sufficiently correct to give a general idea of comparative expense:

	Per pupil.
<i>"New York.</i> —Free Academy.	\$88 13
Grammar, intermediate and primary.	16 60
All pupils.	17 29
<i>Boston.</i> —English High School.	74 30
Latin High School.	60 98
Girls' High and Normal.	39 88
Grammar Schools.	17 29
Primary Schools.	12 04
All pupils.	15 71
<i>Philadelphia.</i> —Boys' High School.	52 42
Girls' High and Normal School.	52 56
Grammar and Primary.	8 79
All pupils.	9 38
<i>St. Louis.</i> —Normal School.	71 88
High School.	54 45
District Schools.	10.22 to 15 52
<i>Cincinnati.</i> —High School.	48 86
Intermediate Schools.	14 31
District Schools.	10 07
<i>Chicago.</i> —High School.	40 66
District Schools.	9 15
All pupils.	9 85

"In view of all these facts, your Committee, having patiently and carefully considered the matter in all its aspects, are firmly convinced that a continuance of the present system of low salaries is highly prejudicial to the efficiency of our schools, unjust to the faithful men and women engaged by the Board, and disgraceful to the fair name of our city; that parsimoniousness in the education of our children is the poorest kind of economy, and that the best mode of making our schools a credit to the city and an honor to all concerned is to attract and encourage the highest talent by offering teachers a fair remuneration for their services.

"Your Committee therefore recommend that hereafter the rates of salaries shall be as follows:

"*Principals of District Schools.*—First year of service, \$1,500; second year, \$1,600; third year and thereafter, \$1,700.

"*Female Assistants.*—First fourteen weeks, at the rate of \$400 per annum; first year thereafter, \$450; second year, \$500; third year, and thereafter, \$600 per year.

"*High School.*—Principal, \$2,000 per annum; Principal Normal Department, \$1,900 per annum; other male Assistants to be graded and paid the same as Principals of District Schools; female Assistants to be graded and paid the same as Head Assistants of District Schools."

Concerning the importance of the position at the head of a large school and the character and spirit of the Principal, the Committee use the following language:

"Objection has been urged that we have some Principals at present whose services are not worth \$1,700 per annum. This your Committee neither affirm nor deny; but if we have any such in charge of our schools, it is the duty of the Board to fill their places with competent men as *speedily as possible*; for the probability is, if they are not worth the salaries recommended, they are not worth any thing. Furthermore, your Committee are of the opinion that it is necessary that this Board have at the head of their District Schools men of character and influence, as educators—who are willing to make teaching a profession, and to devote their time and energies to it—not to make it a mere stepping-stone to the pulpit, the bar, the press, or some other occupation. But unless higher salaries are paid, this end can not be attained. The Principal of a district school has no perquisites—he is even prohibited from receiving presents from pupils or their parents. He ought to occupy a respectable position in society, maintain his family comfortably, and keep himself fully posted in all that transpires in literature, science, and the arts. Of course, this Board need not be informed that it is out of the question to expect this, in a city such as Chicago, on a salary of \$1,400 per annum."

The almost unanimous adoption of such a report by the Board of Education of Chicago—a body hitherto considered unwisely conservative—will have an important and most salutary influence, not only upon the educational interests of the city, but also upon the progress of education throughout the whole Northwest. It is a fact that all human organizations are susceptible to influence by other similar bodies. Witness the influence which a single person may exert in shaping the customs and institutions of society. What is true in case of individuals is also true when applied to organized bodies. On account of her position and power, Chicago does much toward developing and moulding the political, commercial and business character of the vast area of country of which she is the centre. And so she does educationally. Whatever policy she adopts in the management of her schools, Boards of Education in other cities in the West will imitate. If she is liberally inclined, the influence of her example will encourage the friends of education elsewhere in their attempts to improve the condition of society; if she is penurious in her policy, the same element—generally the predominant one—in the school-management of other cities will be quick to cite her example, and its influence will sadly check all efforts at a much-needed progress.

The Board of Education of Chicago have probably considered their policy only as affecting their own schools; but those outside of the city have some times felt sorely embarrassed by the influence of their example. Only a short time since, the Superintendent of Schools in one of our interior cities complained to us of the mischief Chicago was making with all attempts at advancement in his place. But now it is a cause of sincere congratulation by all friends of education in the West that her policy has changed.

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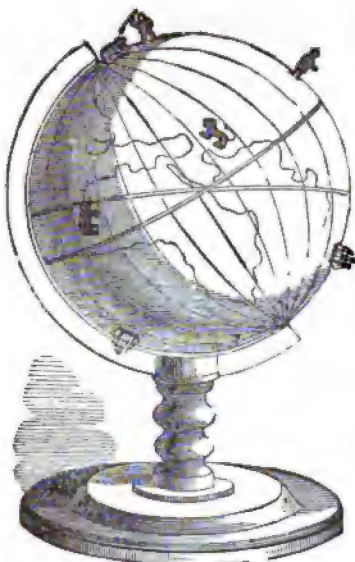
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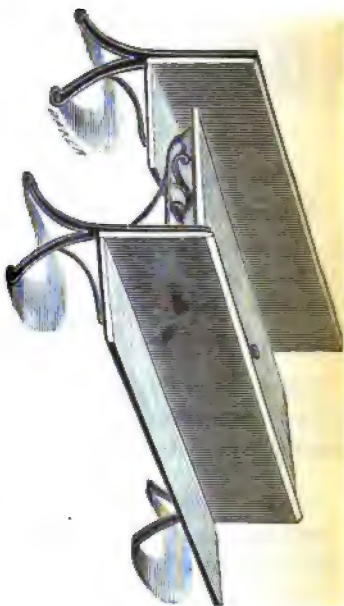
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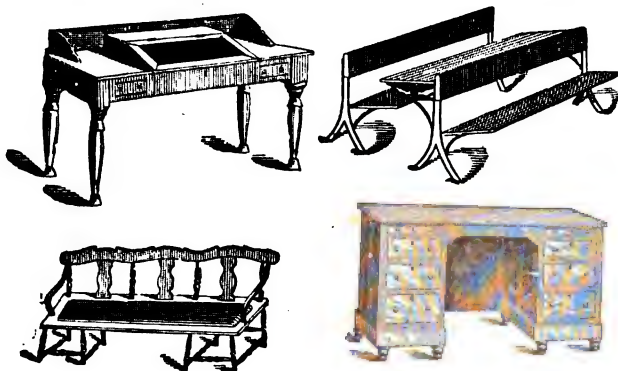
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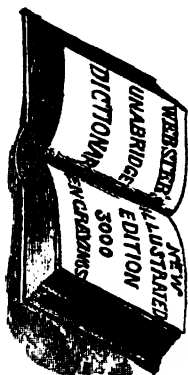
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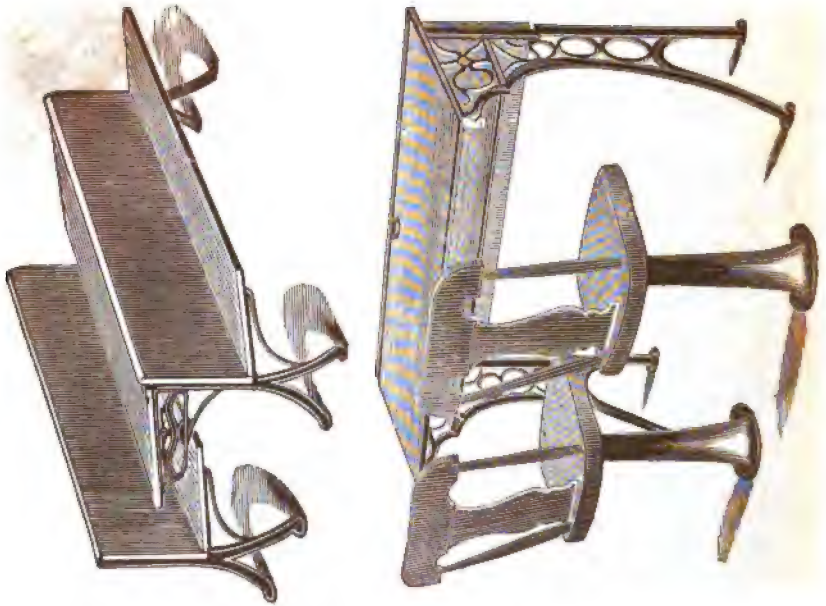
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ILLINOIS TEACHER.

VOLUME XI.

OCTOBER, 1865.

NUMBER 10.

AMERICAN NORMAL-SCHOOL ASSOCIATION.

HARRISBURG, PA., AUGUST 15, 1865.

ASSOCIATION assembled at 11 o'clock. On motion of W. D. Henkle, W. F. Phelps, of Minnesota, was elected President to serve till the arrival of Richard Edwards, the regular President, who was known to be in the city.

Mr. Phelps expressed the desire that hereafter the Association would be able to meet regularly. Messrs. Henkle and Wickersham explained that informal meetings had been held in Connecticut, New Hampshire, and Illinois, since the meeting in Buffalo in 1860, at which Mr. Wickersham had been elected Secretary.

On motion of J. P. Wickersham, a committee was appointed to revise the Constitution preparatory to a reorganization. The Chair appointed J. P. Wickersham, D. B. Hagar, and E. A. Sheldon.

Mr. Sheldon then alluded to the interest that he felt in this Association. It was his first attendance. They were about to reorganize the Training School at Oswego, and he desired to learn all he could here before completing the reorganization.

On motion of W. D. Henkle, the Revision Committee were instructed to prepare business for the remaining sessions of the Association.

Mr. Edwards, having arrived, made some remarks approving the above action; and, on motion of Mr. Wickersham, he and the temporary Chairman were added to the Revision Committee.

Mr. Wickersham moved that the first topic for discussion in the afternoon be a Course of Study for Normal Schools, and that E. A. Sheldon open the discussion. Adopted.

On motion of Mr. Henkle, adjourned to meet at 2½ a'clock P.M.

AFTERNOON SESSION.

Committee reported, through its chairman, the former Constitution with a few slight changes. The report was adopted, with some verbal alterations suggested by Messrs. Henkle and Edwards.

Order of Business reported by same committee :

1. Appointment of Nominating Committee.
2. Course of Study and Training best adapted to subserve the purposes of Normal Schools.
3. The Domestic Arrangements necessary for the Students of Normal Schools.

The discussion on Course of Study was opened by Mr. Sheldon. He stated the difficulties experienced in Oswego from the fact that pupils enter without sufficient scholastic instruction. In remodeling their course of study they had inserted more scholastic instruction. The great work is to prepare persons to teach in the common schools of the state. To meet the cases of those not sufficiently acquainted with the elementary studies, a Preparatory Elementary Course had been adopted. He read from the manuscript of a forthcoming circular for the Oswego Training School the reason for adopting this course, as well as the studies included in it. He then dilated at length on the other courses of study—including the High-School Course—to be pursued at the Oswego Training School, and answered questions proposed to him by W. F. Phelps, John S. Hart, and S. R. Thompson. Some of the questions suggested that the questioners did not believe that the students could complete the courses in the time allotted to them.

Mr. Phelps spoke of the necessity that still exists of combining scholastic instruction with professional instruction. He said that the great question is to ascertain the *minimum* of scholastic instruction, and still accomplish the great work of Normal Schools. He thought Mr. Sheldon had laid down in his Preparatory Course too much to be accomplished in the time allotted—namely, twenty-one weeks. He alluded to the schools of Minnesota, saying that it had been officially stated that many of the school-houses are unfit for man or beast.

Dr. Hart, of New Jersey, stated that he had found the same difficulty in reference to the want of scholastic instruction. In Normal Schools in large cities a higher degree of scholastic knowledge can easily be required for admission.

Mr. Wickersham had not yet made up his mind about a course of study, although he had been engaged in a Normal School ten years, and had given some attention to the subject previously. His ideal of

a Normal School is one in which the instruction is entirely professional; but this ideal can not be realized in this country, perhaps, for a long time to come. There is a great difference between learning a thing to know it and learning a thing to teach it. He explained the course pursued at Millersville.

Mr. Edwards, of Illinois, did not consider the introduction of scholastic studies an unmixed evil. He did not mourn over the difficulty as some of his brethren. He then gave an account of the Normal University at Normal, a village near Bloomington, Illinois.

Mr. Henkle said that the whole discussion had indicated that most of the gentlemen had misconceived the true character of a Normal School. He conceived that scholastic instruction was part and parcel of its mission; that the results would be greater if the Normal School had the training of the pupil from infancy until that pupil was sent out as a teacher.

The President announced Messrs. Wickersham, Hagar, Phelps, Hart, and Henkle, as the Committee on Nominations.

On motion of Dr. Hart, the Association proceeded to the discussion of the second topic.

Mr. Phelps stated the difficulties of procuring accommodations for pupils on account of the high price of boarding.

Mr. Wickersham gave the practice at Millersville. The law in Pennsylvania requires that the Normal Schools shall each have a boarding-house capable of accommodating three hundred boarders.

Dr. Hart gave the experience at Trenton: they are about to adopt the Millersville plan, and have already introduced it to some extent.

Mr. Henkle gave the plan adopted at Lebanon, Ohio; and in answer to the statement made by Messrs. Wickersham and Hart, that pupils could be managed better in boarding-houses belonging to the school than when allowed to board in private families, said that the more pupils are watched the more they need to be watched.

Dr. Hart alluded to the difference between villages and large cities, and especially state capitals.

On motion of E. A. Sheldon, the discussion was suspended.

After some remarks by Mr. Phelps, he moved that a committee of five be appointed to report at the next meeting on a Course of Study, and the necessary means of carrying it out.

It was moved by S. R. Thompson, of the State Normal School at Edinboro, Pa., that the committee publish their report in the School Journals three months before the next meeting, in order that members may be better prepared to discuss it. Adopted.

The Committee reported as the subject for the evening's discussion

The expediency of memorializing the National Government on the propriety and importance of an appropriation by Congress for the establishment of State Normal Schools, and grants for the same, as has been done in the case of Agricultural Colleges Discussion to be opened by Dr. Hart.

Adjourned to meet at 7½ o'clock in the Hall of Representatives.

EVENING SESSION.

Association met pursuant to adjournment.

Nominating Committee reported for

President—Richard Edwards, State Normal University, Normal, Ill.

Vice-Presidents—D. N. Camp, State Normal School, New Britain, Conn.; W. F. Phelps, State Normal School, Winona, Minnesota; J. S. Hart, State Normal School, Trenton, N. J.; E. A. Sheldon, Training School, Oswego, N. Y.

Secretary—D. B. Hagar, State Normal School, Salem, Mass.

Treasurer—J. P. Wickersham, State Normal School, Millersville, Pa.

The report was accepted, and the officers were elected.

The subject for discussion was then taken up.

Dr. Hart said that the education of the South is now the great *desideratum*; but if Congress should make grants for Normal Schools, these grants would be made to all the states, and hence the Northern States would be benefited as well as the Southern States. He said the grant ought to be made in money rather than in land.

Mr. Camp said that if it were made in lands it could be very soon converted into money, as had been done in Connecticut with the grant to agricultural colleges.

Zalmon Richards, of Washington, expressed his regret that General Howard was not present. The great conservative power in this nation is the educational power.

J. B. Thompson, of New York, spoke of the importance of the subject, and hoped that, whatever action should be taken, no reference would be made to sex or color. The future good of the negro race in this country would depend on the education of the white trash of the South. The South needs Normal Schools to teach colored teachers and white teachers too. While the fifty thousand teachers in the South are training, Northern teachers would be needed as missionaries.

Mr. Tilton, of Boston, spoke of the difficulties in the way. He said that educational matters must be managed by the Southern States themselves after reconstruction. He believed that Congress ought to confiscate the property of the leading rebels of the South, and appropriate the proceeds to some public purpose.

Alfred Greenleaf, of Brooklyn, said that free schools from the Lakes to the Gulf, for men of all colors, are necessary to the perpetuity of the Government. He hoped the Association would never meet without looking to Washington for aid in this matter.

Dr. Cruikshank, of Albany, was in sympathy with the end, but had doubts about the means. Normal Schools are rather the growth of an advanced state of education. The number of teachers that had attended the Normal School in Albany had been only 4,500 in twenty years, of whom but 1,500 had graduated, and only 500 are now teaching in the state. He then spoke of the importance of a National Bureau of Education, for the purpose of collecting statistics.

Mr. Bulkley, of Brooklyn, said we ought to learn from the action of religious bodies. Some were in favor of sending highly-educated ministers to the South. This failed, because the ministers could not be obtained, nor were they exactly suited to the work. The result was that religious men and women went as colporteurs. He did not think we should gain by memorializing Congress for grants for Normal Schools. It is visionary to ask for such appropriations. We ought to go out as missionaries: missionaries need no diplomas.

Mr. Phelps did not understand the logic of the last two gentlemen. He spoke at length on the docility of black children. Where are the skilled missionaries to be obtained? He knew of no means so well adapted to furnish them as Normal Schools. The fault in New York, his native state, was in not having more Normal Schools to furnish her 25,000 teachers. He alluded to the establishment of the common schools in Massachusetts-Bay Colony by the side of the church. Other colonies did not adopt this plan, and a governor of one of these rejoiced that there were no free schools within its limits, and that the day was far distant when they would be established on the soil of the Sacred Dominion. Hence, the rebellion and its evil effects. The National Government had failed in not having nationalized education long ago.

Mr. Hailman, of Louisville, Ky., said he was deeply impressed with the disadvantage of slave aristocracy to a common-school system; but we should keep more closely to the subject under consideration. He was in favor of an appropriation only to those states that would establish a system of Normal Schools embracing one for every 100,000 or 200,000 inhabitants. Let the General Government assist the states.

Dr. Hart said that Congress, in the grants, might reserve certain rights, thus giving a kind of unity of action throughout the states.

The Secretary was then called to the chair, and the President made an eloquent appeal in behalf of Normal Schools, showing how the teachers sent out from them reduplicate themselves wherever they la-

bor; and the good of these schools is far-reaching, and must not be estimated by the bare number of teachers sent out by them. The grand-pupils, great-grand-pupils, and so on, must be put down to their credit. Normal Schools in the South need not at first be of the high standard of those in the North.

Mr. Phelps moved that seven memorialists, representing as many states, be appointed to memorialize Congress.

The propriety of acting in connection with the National Teachers' Association was suggested by Prof. S. S. Greene, of Rhode Island. This suggestion was discussed by Messrs. Phelps; White, of Chicago; J. F. Stoddard, of New York; J. B. Thompson, and Hart: some being in favor of joint action, and others of independent action.

Committee on Course of Study — Messrs. Camp, Hart, Sheldon, Phelps, and Hagar.

Memorial Committee — Messrs. Hart, of New Jersey; Wickersham, of Pennsylvania; Dickinson, of Massachusetts; Sheldon, of New York; Welch, of Mich.; Henkle, of Ohio; and Camp, of Conn.

Adjourned.

RICHARD EDWARDS, President.

W. D. HENKLE, Secretary.

APPEARANCE, HABITS AND MANNERS OF THE TEACHER.*

TEACHERS AND FRIENDS: I am glad to meet you again under such favorable circumstances. I extend the right hand of fellowship to you all.

It is ten years since I first had the pleasure of meeting this Association, and then, as now, it met in this city and in this church, as many of you will remember. What changes have taken place since then! in looking around on those assembled here, many familiar faces are gone, and new ones fill the places of those who have left us. Some have gone to the Rest for the Weary, others to homes of their own; and many a brave heart who was with us then has since suffered every imaginable woe in prison, in camp, and on the battle-field. Truly, we have passed through eventful times since we met ten years ago. And through it all the motto of this Association has been 'Onward, right onward'.

*An Essay by Mrs. C. G. Woods. Read before the Peoria County Teachers' Association, August, 1865.

I found, on looking over the programme, that I was expected to inflict on this august body something in the shape of an essay. I hope you will bear the infliction with becoming Christian resignation. I asked a member of the aforesaid what I should write about (as I had at different times all I could on what I thought the best methods of teaching primary and other schools, on object teaching, on the rights of teachers and pupils in the school-room, etc.). He answered after this wise: "Give the teachers a talk about habits, manners, and appearance: a good many of them need it." And now, at the eleventh hour, I have made up my mind to say what I can on that subject, and how it affects pupils generally in and out of the school-room. In the course of my teaching experience, I have found that those teachers have the best success in teaching whose habits, manners and appearance are of the best. The importance of correct habits to any individual can not be overrated. The influence of the teacher is so great upon the children under his care, either for good or evil, that it is of the utmost importance to them as well as himself that his habits should be unexceptionable. It is the teacher's sphere to improve the community in which he moves, not only in morals and manners, but in every thing that is lovely and of good report. This he may do partly by precept, but very much more by example. He teaches wherever he is: his manners, his appearance, his character, are all the subject of observation, and to a great extent of imitation, by the young in his district. He is observed not only in the school, but in the family, in the social gathering, and in the religious meeting. How desirable, then, that he should be a model in all things.

Man has been said to be 'a bundle of habits', and it has been as pithily remarked "Happy is the man whose habits are his friends." It were well if all persons, before they become teachers, would attend carefully to the formation of their personal habits. This, unhappily, is not always done; and therefore I shall make no apology for saying some very plain things in a very plain way (for which I have been told I have a happy faculty) on what I deem the essentials among the habits of a teacher. Neatness implies cleanliness of the person. If some who assume to teach were not rather careless, I would not say much on this point, as I may perhaps incur the charge of being more nice than wise in little things. But of what great importance are little things! And it is by attending to them faithfully that one becomes a strictly neat person. The morning ablution, the comb for the hair, the brush for the clothes, should always be called into requisition before the teacher appears to the family or his school. Every teacher, and indeed every person, would much promote health by

bathing every morning. Since physiology is now so much better understood than formerly, to almost every teacher is that practice now in use, and to no class of persons is it more essential than to a teacher; for, on account of his confinement in an unventilated room, with perhaps nearly a hundred children, during the day, very much more is demanded of the exhalants in him than in others. His only safety is in a healthy action of the skin. The teeth should not be neglected: a brush and clean water has saved many a set of teeth; and of all things the most disgusting is a filthy set of teeth in the mouth of a teacher. And one word about picking teeth at table. I have been at the table with those who, when they had finished eating, would take a tooth-pick and deliberately set to work to pick their teeth, regardless of the feelings of those at table. I would ask, do you think such things right? The nails, too, I am sorry to say, are often neglected until their ebony tips are any thing but ornamental; and often, as an amusement, when talking to any one, the penknife is brought into requisition to remove that which should have received attention at a proper time. It should be remembered that it is not pleasant to be entertained in that way; and it is considered that no one of any sense will clean or pare nails in the presence of others, and especially during conversation with them.

The teacher should be neat in his dress. I do not urge that his dress should be expensive; his income ordinarily will not admit of that. He may wear a very plain dress, but it should always be neat and clean, and put on with good taste, fitting nicely. I knew a teacher who, when examined, could answer every question asked by the committee, and yet she had not the least influence over her school, and was retained but a short time, simply because she did not know how to dress neatly. She would make her appearance in the school-room looking as if she had been in a whirlwind, and her dress had been greatly disarranged, and her hair rather out of fix, no collar on. How, I ask, could any one making such a figure of herself command the respect of her pupils? A little girl, a member of her school, said to me, "Miss —— looks as if she would hardly keep together, and when any one comes into the school-room I put my head down on the desk, I am so ashamed of her." Teachers, think of this: you know children are very observing, and how can you expect to gain the respect of a child when you do not merit it? I have heard it said, it is much more easy to be a man among men than a man among children. See to it, then, teachers, that in all things you command the respect of your pupils. The teacher, then, should be no sloven. He should dress well,—not extravagantly, but neatly: he

teaches neatness by example as well as by precept. In cold weather he should be warmly clothed; for, being shut up in a warm room most of the day will make him unusually sensitive to cold. The golden rule of health should never be forgotten: Keep the head cool, the feet warm, the body free.

While talking of these matters, I would say a word or two to tobacco-loving teachers. I do not see why this narcotic is so much used: even if there be nothing wrong in it, the filthiness of it, especially in the form of chewing, is enough to condemn it. For my part, I do not think smoking any too cleanly a habit. I will right here give you a case in point. In a city which shall be nameless, but of which you have all heard, there is a law-office, the inmates of which are four, all of whom have been teachers (for who ever arrives at any thing like popularity or greatness without having been subjected to that ordeal?). Well, I am an occasional caller at the office before mentioned. I find the ex-teachers very gracefully seated upon chairs, with their feet elevated on the backs of others, or upon the table, puffing away at a cigar or pipe as if their souls' salvation depended upon it; and it is apparently with the greatest reluctance that they can take the delicious morsel out of their mouths long enough to give an answer to any question I may be obliged to ask either of them, and if I venture too near I am in danger of being bespattered with the juice of the weed. O, dear! what a sight it is to see young men sporting cigars or pipes, and worse still, to be obliged to come in contact with them, smelling so strongly of tobacco, and squirting the juice around them in such quantities and with so little delicacy, that one is obliged to get out of the way as quickly as possible. But how shameful for any one who calls himself a gentleman to subject those who approach him to such a severe tax! I do not think it right to set such an example to the young. I hope the time is not far distant when all good teachers will give up this disgusting habit.

The teacher should have a very large bump of order, and practice it every where: his room, his desk, all his arrangements, should be orderly; and then, of course, he can teach his pupils order by example as well as by precept. The teacher should be courteous in his manners and language. All coarseness, slang phrases, low jesting, should be forever excluded from his mouth. As for profanity—(is it an insult, teachers, to speak of this? and yet I have been told that in a school in this county a teacher so far forgot himself as to indulge in profane language in the presence of his pupils),—this sin is invested with so many hateful characteristics that it is truly wonderful that any one who lays claim to culture or decency should ever be heard to indulge in it.

Speaking of the language of a teacher, I would say, let it be pure and accurate; for the teacher teaches in this as in every thing else, and it is just as easy for a child to talk properly as improperly; therefore, never deviate from a careful use of language, in or out of the hearing of your pupils. There is a courtesy of manner, as well as of language, that should characterize the teacher. Not a ridiculous obsequiousness, that would curry favor with the rich and popular, to gain their good opinion; but that true politeness founded on the Golden Rule—"Whatsoever ye would that men should do to you, do ye even so to them." The teacher should possess this quality; he should be able to teach true politeness by example rather than by precept: he may lecture his pupils by the hour on politeness, and yet, if he be not habitually polite, it will do no good: and so also with gentleness, kindness, or any thing else that should be taught to the pupil.

Punctuality is also highly necessary in a teacher. He should always be at his school-room before the hour for opening school. A teacher should never, on any account, be tardy,—not even once a term: it will have a bad influence. A teacher should be as punctual about dismissing school as in opening, and never make a virtue of keeping his school beyond time, except for those who have failed to do what has been required of them during the day and are kept in to make up for deficiencies after school. I would say to the teachers, above all things, cultivate a cheerful countenance: do n't go about looking as if you were making martyrs of yourselves, for in that case you will make victims of your pupils. You have no right to render uncomfortable, for your own gratification, those by whom you are surrounded, and who are intrusted to your care. Solomon says "A merry heart maketh a cheerful countenance"; but I think it may be said with truth, a cheerful countenance maketh merry hearts, in a school-room or any where else.

If you can not govern yourself, you are not fit to govern others. The chief object of education should not be the accumulation of information, but the formation of character; and I know of no other system of education by which this object can be so well attained as in our Public Schools, if the members of the board and all those who have any thing to do with educational interests are the right kind of men and are not led away from duty by party-spirit or favoritism.

This, then, is the mission of the teacher: to be in all things an example to his pupils, teaching by that daily; and notwithstanding all discouragements, let him magnify his office, let him be faithful to his trust, and he will have the reward of knowing that his labor is not fruitless—that in due time the result of his toil will be visible to the

eye of the world. "Cast thy bread upon the waters, for thou shalt find it after many days."

"Sow in the morn thy seed,
At eve hold not thy hand;
To fear and doubt give thou no heed,
Broad-cast it o'er the land.
And duly shall appear,
In verdure, beauty, strength,
The tender blade, the stalk, the ear,
And the full corn at length.
Thou canst not toil in vain:
Cold, heat, and moist, and dry,
Shall foster and mature the grain
For garnerers in the sky."

NORMAL SCHOOLS, WITH THEIR DISTINCTIVE CHARACTERISTICS,
SHOULD BE ESTABLISHED AND MAINTAINED AT THE
PUBLIC EXPENSE IN EACH STATE.*

BY RICHARD EDWARDS.

IN this country we are jealous of government. Our political notions are in a great measure derived from the maxims of Jefferson, one of which was that, other things being equal, that government is best which governs least. This wholesome rule we are inclined to carry to its full extent: so that every new function assumed by the powers in authority at once startles us, and quickens our sense of tyranny into an almost preternatural degree of intensity. We insist that the individual, to perfect his happiness, needs only letting-alone; that all those enterprises necessary to the improvement of the man and the development of society will grow up of themselves when the time for them comes, and that it is an impertinent interference on the part of the government, state or national, to inaugurate and carry forward any new enterprise simply because it seems to hold out the promise of being a public benefit. We do not ask the government to make us healthy, or wealthy, or wise: all we require of it is protection while we are making ourselves so; and there are, no doubt, those among us who would indignantly forego health and wisdom—whatever they might do in respect to the other—rather than empower the government to be their benefactor.

* Read before the National Teachers' Association, at Harrisburg, Aug. 16, 1865.

And this extreme jealousy of delegated authority is, in a republic, a wholesome sentiment. Tyranny gathers up its powers under specious pretenses; and the most common and convenient of these is the public good. It is easy for a man loving power (and what man loves it not?) to persuade himself, and to attempt to persuade others, that the public good demands that he should be intrusted with as much of it as possible.

Now, notwithstanding this democratic tendency among our people, so strong has been the conviction of the necessity of universal intelligence among us, that in most of our states—and those the most democratic—there has been established, by state authority, a system of free schools, which furnishes the sole means of culture to an immense majority of our citizens. By the exercise of a wise discretion, we have refrained, in this matter of education, from pushing the jealousy of government to its extremest verge; for we have seen that such a course, if not suicidal to us as a republic, would be at least highly injurious. The state that educates all its children supplies the arms with which they may successfully defend themselves against its own illegal assumptions of power. In any aspect of the case, a system of free schools, under the patronage of the state, comes to more than it costs. It imparts more freedom than it takes away, and, in addition, secures to the million all the increased manliness and all the higher and nobler sources of happiness that result from culture. Of course, it follows from this that the more perfect the culture is, the greater is the gain—in freedom, in happiness, and in manhood. Every state, therefore, in which the people are to rule ought, as a means of enlarging the freedom and improving the character of that people, to establish a system of Free Schools, and to make that system as perfect as it can be made.

By what measures this perfection can be most nearly attained is a question for enlightened supervision to decide. It belongs to the department of educational statesmanship,—a department which, after having been neglected for centuries, is now just beginning to receive some attention. At present, however, we have to do with only one of these measures or instrumentalities—Normal Schools, or Teachers' Seminaries; and we wish to show that whatever reasons may be assigned for the establishment of free schools may be urged with equal force in favor of the support, by the same authority, of institutions for the proper training of teachers for these schools.

The success of a school depends more upon the character and qualifications of the teacher than upon any one other circumstance, or perhaps all other circumstances combined. So important, relatively, is

this element of success, that the commonly-received adage "As is the teacher, so is the school" ignores all other elements. Hence, whatever improves the teacher improves the school more efficiently and to a greater extent than the same end can be otherwise attained: so that Normal Schools, in some form, become the most efficient possible agency in improving education; and, as the necessity of special training to the teacher is not, as I understand, a part of the present question, this point shall be passed without further argument. We assume the necessity of such training, even if it is not proved by the suggestions just thrown out. The only question that remains is, whether this training shall be furnished by the authority and at the expense of the state, or whether it shall be left to private enterprise to impart it.

By the authority and at the expense of the state, we say, by all means. First, because it is the duty of the state, having established free schools, to see that they accomplish the end for which they were instituted. Shall the state, with lavish hand, expend its millions for building school-houses and paying teachers, and shall it withhold the paltry thousands needed to make this large expenditure efficient? Is it democratic to compel the people to tax themselves so freely for the paying of teachers' wages, and is it undemocratic to take measures for making the article they get in exchange worth what is paid for it? Does not the authority to inaugurate and establish so important and costly an enterprise imply all the authority necessary for carrying it to a successful issue? Even the Constitution of the United States, so famous as an instrument bestowing only restricted powers, seems to recognize the principle for which we are contending, by an express declaration that the national legislature shall possess all power necessary for carrying into execution the specially-granted ones.

Is it thought that state agency is not demanded here, and that the necessity for good teachers will be supplied as the need of coats and houses is supplied? that the force of competition will urge private institutions forward to excellence in the preparation of teachers? that the whole matter had better be left to the operation of the law of demand and supply?

This, to a considerable degree, is undeniably true. Earnest and laborious men have some times clearly seen the public necessities in this respect, and with vast energy have sought, by private enterprises, to meet them. And such men and such efforts are ever to be held in honorable remembrance. In this way great good has been accomplished. But the course of institutions thus established in this country has usually been temporary. It takes the glowing zeal of their self-sacrificing founders to keep the fires alive in them. In the hands

of less enthusiastic or less far-seeing successors, they have faded away ; and this because that, in the adjustment of the social influences, there is no way of making such institutions self-sustaining ; they always involve a sacrifice on the part of some one. There must be something thrown in to balance the forces, and that is commonly in the shape of extra labor and unpaid-for enthusiasm on the part of him who undertakes the enterprise. And this inequality must always subsist, as long as teachers, fledged and unfledged, continue poor.

Now it seems eminently proper that the state, with its ample resources and powers, should bear the burden of equalizing these forces — should make it possible to secure the best attainable results, without an unreasonable demand upon the time and energies of those who teach the incipient teachers.

But these are rare cases in which private institutions are able and willing fully and efficiently to do the work of educating teachers for the public schools. Usually it may be assumed that every private institution has a chief purpose of its own, with which the proper accomplishment of this work is incompatible. Taking a survey of these schools of all grades, from those noble accumulations of the wealth and learning of centuries which dignify and illumine the older states of our Union, and which have been so powerful in protecting our liberties as well as advancing our civilization, down to the newest venture of the most peripatetic Yankee at the foot of the Rocky Mountains,—taking a general survey of all these institutions, what do we find? Certainly no adequate provision for training teachers. Where is the college or seminary, or even the professorship, devoted to this purpose, and sufficiently endowed? Some where in the glorious future, we hope: certainly not in the active present. And this is not surprising. The educated merchant, in the enjoyment of his millions, remembers with an active gratitude the Alma Mater whose kindly care fostered his noblest manhood. The statesman, at the height of a brilliant power, is not forgetful of the fountain at which he drank in the wise and profound philosophy that secures his fame. Even the man of science may, through the admiration of an appreciating country, become the controller of princely subsidies. But the teacher of the Public School, — who shall endow on his account the place of his education? He may regard with the liveliest gratitude the schools and teachers of his early years ; but surely not because the maxims they taught him have been coined into cash. Nor can the expression of his grateful feelings, as a general rule, take the form of legal tender. And as to the adventurer who relies upon his enterprise and tact to maintain a new undertaking,—is there any thing to lead him to take for his special

patrons those who propose to teach? Not unless, in addition to tact and enterprise, he also possesses in a high degree the most persevering missionary spirit.

To be sure, the time may come—and may God speed its coming!—when, under the pressure of an enlightened public sentiment, all this may be changed: when rich men in their wills, and great men in their power, shall remember that in no way can they so effectually earn the gratitude of their country and of posterity as by contributing of their resources to the preparation of teachers for the millions of our children. Indeed, we perceive most cheering indications of what the good time coming will do for the cause, in the labors of the greatest naturalist of our country and time, who, for the mere sake of the good he can do, gives so freely of his time and of his scientific resources to the purpose of aiding teachers to open to their pupils some of the mysteries of the natural world. And when he returns from his present enterprise, by which a neighboring continent is to be laid under contribution to the scientific conqueror, every child in the land may doubtless share in the spoils of his honorable victory! But this is an instance more conspicuous for its value than for its singularity; and the proposition still remains true that from the ordinary sources of culture the teacher derives little that is available in the way of professional training. The great want that thus exists must be made good by the state. No other power is at present both willing and able to do it. The people must recognize their own necessities, and decree the supplying of them. The state must understand that its own preservation and the happiness of its citizens depend upon the public schools, and that the value of these will be greatly increased by a proper training of those who are to direct them; and for this purpose, let one or more institutions be established by each member of our National Union.

And especially should this policy be earnestly pursued at the present time, when, by the result of our war, vast areas of territory and multitudes of human beings are at once thrown upon our hands, demanding of us the culture that is to lead them to a higher civilization. A demand is now making upon the teaching power of this nation vastly exceeding what has heretofore been met. Think for one moment of the millions of minds, enveloped in skins of all hues—not black alone,—that must be lifted up into the light of American ideas, before we have any true democracy in the South! What a toilsome, lengthened labor it is to be for some body to ‘fire the Southern heart’ with that love of intellectual life and that enthusiasm for universal liberty which are essential to a free community! What serene and

trustful courage it will require—serene and trustful because able to see the glorious success that is to come,—what serene and trustful courage it will require to work for years and decades in overcoming the sleepiness induced by two hundred years of effectual nursing! There never was a time when the nation so much needed the very best and highest teaching, and so much of it, as it does to-day. Our higher civilization is to be subjected to an unwonted strain. The question is to be practically solved whether we can assimilate all this crude material, that, in the event of our failure, will be sure to assimilate us. We are still in the jaws of the irrepressible conflict; and in the great moral struggle there is to be a glorious victory or a defeat most ignoble and degrading,—a victory that shall light up the future of our country and the world with an ineffable radiance, or a defeat that will cast a terrible gloom over the brightest human hopes. How often has it happened, when a bloody war between two communities is finished, and the belligerents sit down side by side to engage in the work of life, that the conquered in battle becomes the conqueror,—that they who were invincible in the shock of arms yield before the power of culture or luxury or intrigue, and are led at will by the very people over whom they lately triumphed! How gloriously might the Greek have exulted, notwithstanding the victories of *Æmilius* and *Mummius*, when the proudest Romans sat at his feet essaying a bungling imitation of Hellenic Art! How sweetly was the Roman himself revenged afterward upon the irresistible barbarian, when he saw the same barbarian, enervated by Roman luxury and trying to school his rude organs to the use of Roman speech, circumvented by Roman intrigue!

So here. Our victory in the war for the Union must be a double victory, or it will be barren. There must be a conquest of ideas as well as of battalions. The school-master must finish what the soldier has so well begun. Free Schools must be planted wherever the flag of the republic floats. Culture must become as extended as the right of suffrage,—and that is absolutely universal. Wherever a mind is found, there must the culture be supplied.

And this can only be accomplished by an unprecedented expenditure of all the qualities that go to make up the good teacher. For this purpose we need a multiplication of the instrumentalities by which good teachers are prepared. Especially do we need to foster among those entering upon the employment that genuine love of their work and interest in it that inspire to the highest achievements. Teaching must be regarded by them as a noble profession. They must view it in its worthier connections. They must not dwell upon its drawbacks and disadvantages,—upon the thousand and one petty annoyances that

harass the teacher,—but upon the glorious end to be achieved, upon the unequalled value of mind, and upon the enduring dignity of every well-directed effort for its culture. And we think that no where can such a spirit be so successfully fostered as in a Normal School, where the great aim and end is the study of the question how and by what means the work of teaching can be made effective.

We say, then, most emphatically, that normal schools, with their distinctive characteristics, should be established and maintained in each state at public expense.

And what are these distinctive characteristics? Wherein and how does a normal school differ from any other well-conducted institution in which the same subjects in the main may be studied?

First we answer, It differs in its aim. Using, to a great extent, the same instruments as other schools,—namely, treatises upon science and language,—it nevertheless uses them for purposes very diverse. In an ordinary school the treatise on Arithmetic is put into the hands of the student in order that he may *learn arithmetic*: in the normal school the same book is used in order to enable him to learn *how to teach* arithmetic. In the ordinary school the youth reads his Cicero with the purpose of learning the structure, vocabulary and power of the Latin language: the normal student pores over the same author that he may adjust in his mind a method by which he may most successfully teach others these things. Both use the same materials, acquire, to some extent, the same knowledge, but aiming all the while at different ends. Of course, it is clear that one of these objects must presuppose the accomplishment of the other. The proper work of the normal school can not be performed unless the mastery of the subjects has been first obtained.

Because different men have to do with the same object, it does not follow that the sight or thought of it gives rise in their minds to the same associations. To the outward eye of the shipwright and sailor, the gallant ship, trim and taut, with canvas spread and filled by the friendly breeze, is the same; to both she is an object of pride and admiration: but how different the scenes and duties of which she reminds the two! To one she recalls the ship-yard with all its belongings,—the stocks, the unwrought materials, the weary mortising, sawing, hammering, bolt-driving, caulking, and paying. He sees her as she was in the process of combination, while as yet her symmetry was undeveloped and her beauty of line and curve existed only in the brain of the master-builder. To the other she is a reminder of winds and waves, of distant voyages and foreign climes, of lonely watches and beating storms, of the midnight upon the glassy ocean and under the

star-decked heavens. To the builder she is, in an important sense, an end: his chief concern with her ceases when, for the first time, her sails filled, she glides, obedient to her helm, over the watery highway. To the mariner she is a means, bearing him up amid the storm, protecting him against the dangers of the deep, gathering up for him the 'wealth of Ormus and of Ind'.

So with the subjects of study in school. To the ordinary student arithmetic is associated, it may be, with severe efforts at mastering its principles; with perseverance and success, or irresolution and failure. But to him who is preparing to teach it recalls the points most difficult of *explanation*, and the minds most difficult to reach. His constant question is not How can I master this principle or process? but How will this point seem to my pupils? To one it is an end: his concern with it ceases when, obedient to his will, its principles come at call, and appear before his mind, luminous and clear. To the other it is a means to the training of mind. It is not enough for him that his eye can take in the whole field and scan the relation of the parts: he must see that, as an instrument, it does the work—accomplishes the result—set for it. To him the study must culminate in an increase of intellectual and moral power some where. He must see, as the result of it all, a well-developed, symmetrical human soul! In these schools the whole animus of both teacher and pupil is this idea of future teaching. Every plan is made to conform to it. Every measure proposed is tried by this test. There is no other aim or purpose to claim any share of the mental energy of either. It is the Alpha and Omega of schemes of study and modes of thought.

And is this distinct and separate aim, in the preparatory seminary, of any value to the novice? Will he be likely, on account of this, to make any better teacher than he would without it,—his training in all other respects being the same? In answer to this question we say, most emphatically, Yes! And in so saying we doubtless express the conviction of every educator who has given the subject much thought. May we not say that if every scrap of educational literature were to be blotted out; if Comenius were to be forgotten with all his works; if Roger Ascham were to fade out from the literary horizon; if Pestalozzi were to become as a myth; if the educational utterances of Socrates, Plato and Quintilian were to be eliminated from the sum of human knowledge; if Horace Mann, with the thoughts and inspiration he has left us, were to vanish from book and from memory; and if nothing were to be left the teacher and pupil in the normal school but their own thoughts and their unaided efforts: if all this were to happen, may we not even then say that these institutions, by the mere force of the fact that their aim is what it is, would be not only useful, but necessary,—ay, all the more necessary on account of these very circumstances? Shall we not, therefore, concede that the difference in aim between the normal and the ordinary school makes one of the distinctive and essential characteristics of the former, and that this difference is of itself sufficient to establish its claim to separate support?

[To be concluded next month.]

PARENTAL INTERFERENCE.

Too many cooks spoil the broth.

Old Proverb.

ONE of the most exciting events of a teacher's experience is an occasional interview with an aggrieved patron. Agitation prevents the ocean from becoming a stagnant pool; and these personal encounters are, perhaps, beneficial in keeping our profession from that stupor to which its monotonous round of duties has so strong a tendency.

One old-fashioned customer, for example, does n't wish his boy to study Geography. How will it better qualify his young scion for planting potatoes to know that the Dutch took Holland, that the Fijians are fond of fat missionaries, or that the Chinese wear a pig-tail dangling from the top of the head? But the college chap of the district school vows he must, and there is at once trouble in the camp. Theophilus Thickhead, irritated at the obstinacy of the teacher, makes sundry valorous resolutions of corporal violence, and our slender, pale-faced functionary dreads the sight of the stalwart farmer whenever he appears in public.

A high-strung, quick-spoken woman is bent on having her little girl begin Grammar. True, the child is only eight years old; but then she has a good memory, and is so remarkably precocious that the most abstruse subjects open to her touch: besides, the lady herself mastered the science in all its details before she was ten. Dorothea must, therefore, at once enter upon the enterprise, although a new class must be formed for her benefit. Tom Brown, convinced of the utter folly of the notion, resists every written message of the mother and every oral entreaty of the child. The siege of Leyden witnessed no more violent assaults. Finally, our irascible matron, feeling that every sense of feminine propriety has been outraged, calls upon Tom at the school-room and, in presence of the pupils, opens the vials of her wrath in denunciation of such shameful contempt of her authority. Thomas shows the effect of her tirade by indulging, after her departure, in a protracted exercise of laughter.

A third parent has a very tender heart, and utters terrible anathemas against the wretch that will dare lay his sacrilegious finger on the sacred muscles of his Benjamin Franklin. (Between you and me, this same Benjamin is the veriest rascal in the neighborhood, and should be soundly thrashed every day.)

Amidst such threatening and criticism on the right hand and on the left, what shall the teacher do? He evidently can not please every body, and if he could, would often be doing wrong, for every

body is some times very ignorant and wicked. Let him, therefore, please himself. Let him follow the dictates of an enlightened judgment, regardless of parental strictures. Let him, in his humbler sphere, speak with the noble spirit of Luther at Worms: "Hier stehe Ich; Ich kann nicht anders; Gott helfe mich!" Here I stand; I can not do otherwise; God help me!

W. W. D.

FALLACIES OF TEXT-BOOKS—No. II.

I HAVE concluded in this article to take three subjects from our Natural Philosophies. The first respects what is called MOMENTUM. In a book now before me, we are told that "The momentum of a body is its quantity of motion, and it expresses the force with which it would strike against another body. The momentum of a body is ascertained by multiplying its weight by its velocity." Just below is the following question: "What is the momentum of a body weighing 5 lbs. moving with a velocity of 50 feet per second?" The answer given is 250. Now how many pupils will understand what this 250 expresses? I suspect most will get the idea that this force is 250 lbs., that is, equal to a weight or pressure of 250 lbs. But it is evident that nothing can be farther from the truth. Suppose the body to be a hammer: Would the blow move a nail into a board [only] as much as a weight of 250 lbs. placed upon it? Evidently not,—the blow would be vastly more effective. In fact, it is perhaps impossible to determine how much pressure would equal the blow; it is an attempt to compare unlike things. Blows must be compared with blows, and pressures with pressures. The answer can mean nothing to the student, unless he is taught to limit it as follows: the momentum of the body in the case supposed is equal to that of another body weighing 250 lbs. *moving 1 foot per second*. So always these results in problems of momentum express the force of *some number of units of weight moving over one unit of distance in one unit of time*.

Another somewhat celebrated work on Natural Philosophy treats the subject of Momentum very much like the one already noticed, and then proceeds to speak of the force of COLLISIONS, laying down the following principle: "If two bodies moving in the same direction come into collision with each other, the force of the collision is measured by the *difference* of their momenta; but if they move in opposite directions, the force of the collision is much greater, for it is equal to the *sum* of their momenta." Let us try this principle. Suppose a man

weighing 150 lbs., running 8 miles per hour, should overtake and collide with a man weighing 200 lbs., moving 6 miles per hour. Each has the same momentum, and, according to this author, the force of their collision would be *nothing*. If he believes this, let him try the experiment. Or, again, suppose a heavy railroad train moving rapidly should meet a bumble-bee flying in the opposite direction: Does he believe the force of the collision would equal that of the train and the bee combined? I think that all which can be said about the force of the blow is the same as though *one body moving with the algebraic difference of their velocities should strike the other at rest*.

Almost all our books seem to be strangely unfortunate in treating of the subject of the TIDES. I have three learned tomes before me, in each of which it is said that "The *attraction* of the Moon, aided by that of the Sun, causes the tides." Yet the same books tell us that the Sun is less effective than the Moon in raising a tide, although only one commits the gross blunder of saying that the Moon's "*attractive force* upon the waters is much *greater* than that of the Sun." One of these authors speaks at some length of the difficulty which students have in conceiving of the Moon's raising a tide on the side of the Earth away from her. I do not think this difficulty is any wonder, if we accept these authors' statements as to the *cause* of the tides. Each is obliged in effect to contradict his fundamental statement in his attempt to explain this phenomenon. In fact, if this statement were true, still more serious difficulties would arise; for why must not the Sun's tidal wave be incomparably greater than that of the Moon? And why is there not a tide in every wash-tub?

The truth is, if our theory of Tides is not all false, that the Moon's power to raise a tide is due to the *difference* of her attractive force on different parts of the great ocean-mass. Suppose the Earth were entirely surrounded by water: then, the Moon's distance from the Earth's centre being about 60 times the Earth's radius, and her attractive force on the several parts being inversely as the square of her distance from those parts, her attraction on the water nearest her will be represented by 61^2 , on the solid mass by 60^2 , and on the water farthest from her by 59^2 . Hence, the *difference* of attraction which causes the water nearest the Moon to *swell up* from the solid Earth will be about the same as that *difference* of attraction which *pulls the solid Earth away* from the most distant water. Again: although the Sun's attraction vastly exceeds that of the Moon, its power to raise a tide is much less, because its *difference* of attraction at the three points above mentioned is much less, being represented by $(95000000 + 4000)^2 - 95000000^2$ and $95000000^2 - (95000000 - 4000)^2$ respectively.

H.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"No. 56 Park Avenue, Chicago."

ON TRIGONOMETRIC SERIES.—Develop $\tan^{-1}x$ into a series.Let $y = \tan^{-1}x \dots [1]$. Differentiating [1], $dy = \frac{dx}{1+x^2} = dx \left(\frac{1}{1+x^2} \right)$...[2]. Expanding $\frac{1}{1+x^2}$ into a series, $\frac{1}{1+x^2} = 1 - x^2 + x^4 - x^6 + x^8 - x^{10} + \text{etc.} \dots [3]$. $\therefore dy = dx - x^2 dx + x^4 dx - x^6 dx + x^8 dx - x^{10} dx + \text{etc.} \dots [4]$.Integrating, $y = x - \frac{x^3}{3} + \frac{x^5}{5} - \frac{x^7}{7} + \frac{x^9}{9} - \frac{x^{11}}{11} + \text{etc.} \dots [5]$. $\therefore \tan^{-1}x = x - \frac{x^3}{3} + \frac{x^5}{5} - \frac{x^7}{7} + \frac{x^9}{9} - \frac{x^{11}}{11} + \text{etc.} \dots [6]$. If $\tan^{-1}x = \text{an}$ arc of 45 degrees, then $x=1$, and $\frac{\pi}{4} = 1 - \frac{1}{3} + \frac{1}{5} - \frac{1}{7} + \frac{1}{9} - \frac{1}{11} + \text{etc.} \dots [7]$.

But this series converges too slowly to be of any practical use.

By Analytic Trigonometry, $\tan 4\phi = \frac{4 \tan \phi - 4 \tan^3 \phi}{1 - 6 \tan^2 \phi + \tan^4 \phi}$. Let $\tan \phi = \frac{1}{2}$; then $\tan 4\phi = \frac{1 \frac{2}{3}}{1 \frac{1}{3}}$; $\tan^{-1} \frac{1 \frac{2}{3}}{1 \frac{1}{3}} - \frac{\pi}{4} = \tan^{-1} \frac{1 \frac{2}{3}}{1 \frac{1}{3}} - \tan^{-1} 1 = \tan^{-1} \frac{1}{2 \frac{1}{3}}$; $\therefore \frac{\pi}{4} = 4 \tan^{-1} \frac{1}{2} - \tan^{-1} \frac{1}{2 \frac{1}{3}}$. Make $x = \frac{1}{2}$ and $\frac{1}{2 \frac{1}{3}}$ in [6], and we get $\frac{\pi}{4} = 4 \left(\frac{1}{5} - \frac{1}{3 \cdot 5} + \frac{1}{5 \cdot 5} - \frac{1}{7 \cdot 5} + \frac{1}{9 \cdot 5} - \frac{1}{11 \cdot 5} + \text{etc.} \right) - \left(\frac{1}{239} - \frac{1}{3 \cdot 239} + \frac{1}{5 \cdot 239} - \frac{1}{7 \cdot 239} + \frac{1}{9 \cdot 239} - \frac{1}{11 \cdot 239} + \text{etc.} \right)$ If a great number of these

terms be taken, we shall finally have

 $\pi = 3.14159265358979323846264338327950288419716939937510 +$ *Problems.*—(1.) If π represents the circumference of a circle whose diameter is unity, show that

$$\frac{\pi}{2} = \frac{1}{2} \times \frac{1}{2} \times \frac{3}{4} \times \frac{5}{4} \times \frac{7}{8} \times \frac{9}{8} \times \frac{11}{16} \times \frac{13}{16} \text{ etc. to infinity.}$$

(2.) Integrate $\frac{dx}{(1+x^2)(1-x^2)^{3/2}}$

(3.) Integrate $\frac{dx}{(1+x^2)^{3/2}}$

(4.) Integrate $\frac{dx}{(1+x^2)^{3/2}}$

Franklin, Venango Co., Pa.

ARTEMAS MARTIN.

CALCULATING TIME.—Question. What is the length of time, in calendar years, months and days, from June 19th, 1858, to Sept. 14th, 1861?

Answer. 3 years, 2 months, and 25 days.

How shall we teach school-children to arrive at this result? Shall we put down the 'sum' thus,

1861	9	14		1860	8	13
1858	6	19	or	1857	5	18
3	2	25		3	2	25

and 'subtract', or shall we allow them to say that from 1858 to 1861, day and month corresponding, is 3 years; from June to September, day of month corresponding, is 3 months; and \therefore the required time is 3 years, 2 months, and 25 days, since the 19th of September is five days beyond the specified date? I say *allow*, because I have known teachers who were unwilling to permit their pupils to arrive at difference of time between two given dates without the preliminary operation as above.

Again: How many days from Jan. 17th, 1856, to June 26th, 1856?

To 17th of February,	31 days
" " " March, (29)	60 "
" " " April, (31)	91 "
" " " May, (30)	121 "
" " " June, (31)	152 "
" 25th " " (8)	160 "

From July 23d, 1857, to Nov. 14th, 1857?

July 23d to August 23d	31 days
" " " Sept. " (31)	62 "
" " " Oct. " (30)	92 "
" " " Nov. " (31)	123 "

Deduct 9 gives 114 days.

From February 17th, 1859, to January 3d, 1860?

From Jan. 3d to Feb. 3d is	31 days
" " " " 17th (14)	45 "

365—45 gives 320 days.

Thinking pupils, and young ones too (young pupils *do* think, teacher, although they do not always get credit for it), will wish to know why we take the number of days in the month we leave, for the required number of days, from a given day in one month to the corresponding one in the next. How many days from March 9th to April 9th? There are in March after the 9th day 31—9 days; to the 9th of April from the 9th of March there will then be 31—9+9, or 31 days, and so in any month. As I said above, Will you *allow* your pupils to perform these operations mentally if they wish? Will you not even insist that in all such operations the blackboard and slate

shall be utterly ignored? I have had many experiences like the following. A day or two since I mailed a small package at the post-office of one of our large cities. The gentlemanly clerk, after deliberately weighing it, and *figuring some time with a pencil and sheet of paper*, ascertained that it required two or three more stamps. Shall we allow our pupils to be so tied to pencil and paper or slate that $3 \times 8 - 9$ shall be deemed too complicated an algebraic operation wherewith to bother their brains? Are not objections to such mental exercises much like the outcry of the conservative party on the question of carrying the grist to mill? Shall we carry one bushel of grain balanced by the stone on the other side of the donkey, which (the stone, not the donkey) has been handed down an heirloom from generation to generation; or, shall we follow the dictates of innovating Young America, and carry a double grist and go less often? I say, Young America for me.

O. S. W.

SOLUTIONS.—8 (*May*). [1]... $x:y::z:w$. [2]... $xy+zw=582$.

[3]... $xz+yw=468$.

[4]... $y^2=xz$ } Eqs. [4] and [5] are obtained from Eq. [1].

[5]... $z^2=yw$ }

[6]... $x^2+y^2=468$, obtained by substituting [4] and [5] in Eq. [3].

$x=\frac{y^2}{z}$, and $w=\frac{z^2}{y}$, which we substitute in Eq. [2] and obtain

$\frac{y^3}{z}+\frac{z^3}{y}=582$. By clearing of fractions we obtain

[7]... $y^4+z^4=582yz$.

[8]... $x^4+2z^2y^2+y^4=219024$, obtained by squaring Eq. [6]. Subtract Eqs. [7] and [8] and transpose, we obtain

[9]... $x^2y^2+291zy=109512$. By compl't'g \square and ext'g root we obtain

[10]... $zy=216$, which $\times 2$ and adding to and subtracting from Eq. [6],

[11]... $x^2+2zy+y^2=900$; [12]... $z^2-2zy+y^2=36$.

$z+y=30$

$z-y=6$

$z=18, y=12, x=8, w=27$. Hence numbers are 8, 12, 18, 27, *Ans.*

SIGMA.

14. The boy pays for the first 30 apples 45 cents, for the second 30 20 cents: he sells them all for 60 cents. For the first 30 he pays $1\frac{1}{2}$ cts. each, and in selling them loses $\frac{1}{2}$ cent each, or 15 cents on the whole. For the second 30 he pays $\frac{2}{3}$ cent each, and in selling them gains $\frac{1}{3}$ cent each, or 10 cents on the whole. Hence he loses 5 cents more than he gains in the operation.

A. L.

PROBLEM.—18. A man owning a circular field fenced in by a stone wall, containing just ten acres inside the wall, wishes to know how long a halter must be, when made fast to the wall, that will allow his horse to feed on just one acre of ground.

SIGMA.

EDITOR'S TABLE.

EDITOR'S CHAIR.

NEW-YORK STATE TEACHERS' ASSOCIATION.—The Twentieth Annual Meeting of the New-York State Teachers' Association was held this year, at Elmira. The Association is large, and, judging from the report we find in the *New-York Teacher*, the meeting was both interesting and profitable. James Atwater, of Lockport, is the President-elect. We wish all our teachers might read the excellent inaugural address of Prof. Edward North, of Hamilton College, the President of the Association. We take from it the following on School Architecture: "Few parents are indifferent to the welfare and comfort of their children. They will sometimes ask, apparently with the utmost simplicity, why it is that children are so unwilling to attend school. They will blame the teacher, declare him unfit for his place and unworthy of his salt, because he can not transmute his dungeon into a palace, and persuade his pupils to feel at home in the dimmest room they ever entered. What is this but adding insult to injury? The teacher could hardly do mightier miracles with Aladdin's lamp than he is expected to perform without conjuring, and without adequate compensation. Let one of our stout farmers be compelled to sit six hours a day in an atmosphere foul as that of Libby Prison, on a slab bench without a back, with his toes half frozen, and it is more than possible he might wish himself in the woods felling trees.

"The moral and æsthetic influences of a neat and cheerful school-house are well worth securing. The preacher who declared 'there is something of religion in a clean shirt' might have added that a pleasant school-room is a good moralist. Ideas are like chameleons: they imbibe and retain the color of the objects they are associated with. In some school-houses learning is a dingy, musty, loathsome commodity: Grammar suggests headache, drowsiness, and tortured spines; Arithmetic is a counting of long dreary hours of bondage to a hated task; and Geography recalls a low ceiling indecent with charcoal scrawls. In other school-rooms, like those which adorn many of our cities, knowledge is radiant with delightful hues—'a thing of beauty and a joy for ever'. When the pursuit of learning is connected with pleasant apartments and smiling faces, it is elevated to a delight: it is degraded to a drudgery with surroundings that create discomfort."

There is more that we should be glad to take for the *Teacher*, but have not room. We suppose the school-teachers who may read this will accept every word of it. Do you do your part in keeping your rooms clean, desks free from marks and cuts, and walls in all parts free from scrawls of every kind?

NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS.—At a meeting of State Superintendents, held at Harrisburg, Pa., on the 16th of August, it was voted to form a National Association of School Superintendents, to be composed of those devoted to the supervision of schools in the several states and the larger cities of the country. The first meeting will be held at the City of Washington, D.C., on

Tuesday, February 6th, 1866, at 8 o'clock P.M. A report of a committee on permanent organization may then be expected. For the purpose of introducing topics for discussion, with the results of mature investigation, papers will be read as follows: (1) 'School Statistics—their value, the points of inquiry, and the mode of collecting them.' By Hon. Chas. R. Coburn, State Superintendent, Pa. (2) 'Practicability of Greater Uniformity in the School Systems of the different States.' By Rev. L. Van Bokkelen, State Superintendent, Maryland. (3) 'National Bureau of Education.' By Hon. E. E. White, State Superintendent, Ohio. (4) 'Free High Schools an essential part of each State School System.' By Hon. J. White, Sec. of Board of Education, Mass. (5) 'Cost per capita of Education in the different States.' (6) 'Leading Features of a Model State School System.' (7) 'What are the Greatest Defects in the Existing Systems in the several States?' It is desired that these papers shall be brief,—each not exceeding twenty minutes in the reading,—that the time may be given largely to discussion.

All embraced in the plan of the proposed organization, as above stated, are earnestly requested to be present, and to take part in the doings of the meeting.

The state of our country invites new efforts in behalf of the great cause of Public Instruction. Never, since the Christian era, has there been a more urgent demand for labor on the part of the friends of Education, nor a more inviting field for results. In several states new systems are to be organized; in all, progress is needed. A free comparison of views as to defects existing and improvements needed, on the part of those who have had the largest experience and the widest observation, promises to make the meeting in Washington one of rare interest and value.

BIRDSEY GRANT NORTHROP, President.

L. VAN BOKKELEN (State Sup't Md.), Secretary.

LOCAL INTELLIGENCE.

COLES COUNTY NORMAL SCHOOL.—Through the earnest and persevering efforts of our County Superintendent, and the liberality of our Board of Supervisors, we have enjoyed in our midst, for nearly a month of the summer vacation, the advantages of a Normal School. Is not this one of the most immediate and effective modes of reaching and elevating the teachers and, through them, the schools of our state? Our meeting was neither a clamorous debating-club nor an institute composed of irresponsible members, but a *school* in which lessons were assigned, studied, and recited. We hope that this was one of a series of such schools to be held in our county. At the close, the following resolution was unanimously adopted:

Resolved, That we, the members of this Normal School, do most heartily tender to Prof. Metcalf, from whom we regret that we must so soon part, our grateful thanks for the able and faithful manner in which he has conducted the exercises of this school, and do also express our hope to enjoy again his most valuable services.

Charleston, Sept. 14, 1866.

G.

HANCOCK COUNTY TEACHERS' INSTITUTE.—A four-days session was held at Nauvoo, beginning August 28th. From the full report of the Secretary, as published in the county papers, we condense the following:

Exercises in Reading, Mental and Written Arithmetic, Geography, Orthography, Gymnastics, Declamation, Grammar, and Penmanship, were conducted by teachers residing in the county. Essays were read upon the following subjects:

Teachers' Responsibilities, by Miss Hazen; Shams, by Miss Anna Gray. Lectures and Addresses were delivered as follows: The Present System of Teaching (Introductory Lecture), by R. W. McKinney, Esq.; School Government, by Hon. Newton Bateman; Orthography of the English Language, by Dr. Wm. Reynolds; County Normal Schools, by Rev. M. Waldenmeyer. Discussions were had upon the following topics: Modes of Preventing Tardiness and Absence of Pupils, and the propriety of holding the sessions of the Institute permanently at Nauvoo (which was decided in the negative). Resolutions were adopted as follows:

(1.) That we hail it as an unmistakable indication of progress that there is an increased and increasing interest evinced in the importance of good teaching, as manifested by an accession to the number of teachers in attendance, and the more active participation in the exercises of the institute.

(2.) That no growing teacher, with a due regard to his or her personal interest, can afford to be absent for trivial reasons from the meetings of this institute.

(3, 4, 5.) [These are resolutions of thanks to the lecturers and the choir for their services, and to the citizens for hospitality.]

There were present sixty-eight members, all of whom participated in drill-exercises, making the session one of unusual interest and profit. The officers elected are—President, G. W. Batchelder (Co. Sup't); Vice-Presidents, Rev. N. A. Prentiss, F. C. Crane, Rev. M. Waldenmeyer; Sec., Anna Gray; Treas., F. W. Thompson.

NORMAL UNIVERSITY.—The following is the summary of the Catalogue just issued of the Normal University:

<i>Normal School</i> —	LADIES.	GENTLEMEN.	TOTAL.
Senior Class.....	4	7	11
Middle Class.....	38	18	56
Junior Class.....	162	53	215
Total.....	204	78	282
<i>Model School</i> —	GIRLS.	BOYS.	TOTAL.
Grammar and High-School Departments..	110	148	258
Primary and Intermediate Departments..	67	86	153
Total.....	177	234	411
Total in the University.....	(282 + 411) 693		

The present term opened Sept. 11th, with all departments very full. In the Normal School there are 200 in attendance, in the Model School 360,—making in all at the University now 560.

CHICAGO.—The schools of the city were never in a more crowded condition at this season of the year than at present. All possible accommodations, available, are secured by the Board, and still the earnest cry is "More room." The teachers of last year have very generally returned to their posts, there having been an unusually small number of resignations during the vacation. A. R. Sabin, lately Principal of the Dearborn School, is placed in charge of the Newberry. Geo. D. Broomell, Principal of the Dearborn School previous to the last two years, has been again elected to that position. Carol Gaytes again enters the High School as Prof. of Mathematics; and Mr. Peabody, formerly Superintendent of Schools and Principal of the High School in Racine, Wisconsin, takes the chair of Natural Sciences. The Normal Department of the High School has been enlarged, and Mrs. Case, of Rochester, N. Y., has been elected Assistant-Teacher, at a salary of \$1000 per annum. The school heretofore known as 'No. 12 School' has been christened as the 'Wells School', as a compliment to Wm. H. Wells, Esq., for eight years Superintendent of Schools in the city, and now a member of the State Board of Education. The honor has been worthily bestowed, and has been amply earned. Moses Ingalls, of Iowa, has been elected Principal of the Jones School.

Among the amended rules of the Board of Education is one changing the time of vacation so that the term-time shall be from a week to ten days less than formerly. Teachers absent on account of sickness less than two weeks lose no pay for such absence. There will hereafter be an examination of applicants for position as teachers on the Friday preceding the commencement of each term. w.

CHICAGO INSTITUTE.—The first meeting of this body for the year took place September 17th. Little was done beyond organization and a discussion of plans for the future. In the General Institute, lectures, essays, discussions, and answers to questions from the query-box, will form prominent features. In the Sections, the exercises will be confined more closely to the grade of studies taught by the teachers of the section. The sections were organized by the election of the following gentlemen as chairmen for the term:

A. N. Merriman of 1st Section, comprising teachers of 1st and 2d Grades and of the High School.

E. C. Delano of	2d	"	"	"	8d and 4th	"
Mr. Leavitt (of Bd. of Ed.) of	3d	Section,	comprising	teachers of	5th and 6th	Ga.
S. H. White	4th	"	"	"	7th and 8th	"
G. W. Spofford	5th	"	"	"	9th Grade.	"
J. J. Noble	6th	"	"	"	10th	"

Messrs. Delano, White, Noble, and Messrs. Butler of the Washington School, Barnes of the Moseley, and Dewey of the Jones, were elected Executive Committee of the Institute for the year, and Miss Flagg of the Brown was chosen Secretary.

COOK COUNTY INSTITUTES.—J. F. Eberhart, Esq., Superintendent of Schools for Cook county, will hold two institutes this fall: one at Palatine, commencing September 25th; the other at Orland, commencing October 2d. A corps of able lecturers and instructors has been secured for each institute.

REMOVAL.—W. W. Davis, A.M., late of Sterling, has been elected Principal of the High School at Rock Island, succeeding Mr. James Gow, who has been appointed Superintendent.

Mr. A. M. Gow, formerly Editor of the *Teacher*, has recently resigned the position of Superintendent of Schools at Rock Island, and formed a business connection with Messrs. Geo. & C. W. Sherwood, of Chicago.

Mr. F. W. LIVINGSTON, after serving his country honorably as a member of the 14th Illinois Cavalry (with the rank of lieutenant, we think) until his regiment was mustered out, since the close of the war, has resumed the profession of teaching, as Principal of the Keithsburg Union Graded School. Mr. Livingston holds a State Diploma and stands high as a teacher. The people of Keithsburg are fortunate in securing his services: we hope he is equally fortunate in securing the position.

NOTICES OF BOOKS, ETC.

AFFIXES IN THEIR ORIGIN AND APPLICATIONS, exhibiting the Etymologic Structure of English Words. By S. S. Haldeman, A.M. Philada.: E. H. Butler & Co.

This is a book of 271 pages, upon an exceedingly interesting subject, and written by a gentleman who has attained eminence both in physical and philological studies. The present work surprises one by showing how much of the etymologic structure of the English language depends on affixes. We are told by the author that, in his opinion, there are not three hundred roots in any language: so that the 100,000 or more English words must be chiefly made up by the use of affixes. He elucidates this opinion by showing, from actual count, that the prefix 'un' occurs in 4600 words; that of the root 'fac' 640 words are formed; and that the suffix 'ly' occurs in 2000 words. These are only three cases out of a great number given.

An enormous amount of the minutest labor must have been required in preparing the materials for the book. It is collected from all imaginable sources. And, so far as we can judge from a somewhat hasty looking-over, the author's knowledge seems wonderfully accurate. Some writers talk very flippantly about languages little known, as the Welsh, giving words and assigning meanings that would sorely puzzle those whose vernacular the language happens to be. Not so Mr. Haldeman. He seems just as conscientious in these fields, where his errors might escape notice, as in the classic fields of Greece and Rome. He has actually taken pains to learn the meaning of *-ot-* in *pygoteor*, as well as *-at-* in *piscator*; and his pains have been rewarded with success.

Mr. Haldeman is a mortal enemy to all vagueness, superficiality, and charlatanism. For these qualities we heartily commend the book. Any man that substitutes the gold of genuine merit for the brass of pretense in any department of literature, in America, does a sterling service where it is greatly needed.

We heartily commend this book to the attention of teachers. Let them give it a thorough and careful study: we feel assured that the labor will be abundantly repaid.

The publishers have certainly done their share toward recommending this volume to the public: it is beautifully printed and elegantly bound.

METHODS OF INSTRUCTION. By James Pyle Wickersham, A.M. Philadelphia: J. B. Lippincott & Co.

This is a book of near 500 pages, containing a theoretical discussion of Methods of Instruction, and practical directions to teachers. Prof. Wickersham, the author, is the accomplished Principal of the Pennsylvania State Normal School at Millersville: and the present work, as well as the previously-published volume on School Economy, is the result of his labors with his students, and embodies what has been presented to them in lectures. The book has the merit, therefore, of being the product of actual experiment upon the principles evolved by the thought of its author,—for Prof. W. has been a hard and thorough student and thinker: he is not a mere empiric, but a ripe scholar, verifying his results by experiment.

Of the 'School Economy' a somewhat extended notice appeared in a previous number of this journal. We have only time to say, now, that the present volume is a worthy successor of the preceding. We add, however, that we hail the appearance of both books as an indication of the increased attention now given to the Science of Education and the Art of Teaching. From such investigations, repeated and persisted in, we may expect the best results in the form of an American system of Pedagogy. European treatises on this subject, however excellent, can never meet our wants. The products of a despotism will never supply the needs of a free republic. Prof. Wickersham, in these volumes, is honoring his country, as well as improving the means of education.

LIFE OF HORACE MANN. By his Wife. Boston: Walker, Fuller & Co.

The name of Horace Mann will ever be held in grateful remembrance by every true educator, and every true man. It is not too much to say that he gave his rich and valuable life, with its unmatched powers and its glowing enthusiasm, to the work of improving mankind through the agency of education. In the course of his life he had many contests. But, now that the smoke of the battle has cleared away, that prejudices have had time to subside, it is conceded on all sides that, as to essentials, Mr. Mann was always in the right and his assailants in the wrong. His name will descend to posterity as the patron *par excellence* of popular education. No man or combination of men can drive out of the American mind the conviction that to his genius, his indomitable energy and courage, his large-hearted benevolence, and his devotion of himself to the public good, more than to any other cause, is due the great progress made by our systems of popular education in the last twenty-five years. On this point his fame is secure: time will not obscure but only brighten his escutcheon.

And this book is an affectionate tribute to his noble character and many virtues. It allows him, to a great extent, to declare himself to us by his private letters. It gives in his own words many of his views that it would have been difficult for other parties to give correctly and justly. It unfolds the man, and lets us into the arcana of his motives and feelings.

But against one thing in this book we enter our protest. The author seems to consider it her special mission to attack all manner of theology except that professed by Mr. Mann himself. It is asserted *passim* that opposition to his beneficent measures sprang from 'orthodoxy'. The implication is constantly thrown out that 'orthodoxy' is fatal to popular education,—that to prove a man 'orthodox' is to prove him an enemy to Normal Schools, and to all the other instrumentalities for improving teachers. Now this is certainly unjust, and is it not a trifle bigoted? Some of Mr. Mann's best friends were 'orthodox', and some of his worst enemies 'heterodox' enough for Tom Paine. Was not Gov. Briggs orthodox? and Dr. Sears? and Dr. Heman Humphrey? and Rev. Henry James, of whom Mr. Mann speaks, in one of his letters, as of a friend? And what better helpers had Mr. M. and the cause than these and many other gentlemen of similar theological views? Had he received no orthodox support in his arduous and thrice-honorable battle with apathy, ignorance, and active evil, he must inevitably have succumbed before their baleful power.

But aside from all this, we object to this mixing of theological wrangles with the great question of popular education. The biographer of Horace Mann must be free from all manner of any thing that looks like bigotry. Just so far as it is insisted upon that men can not be good educators unless they hold a certain faith, or want of faith, just so far is the cause crippled and its power curtailed. When will men and women learn religion in stead of theology, and devote their energies to a practical illustration of Christianity, rather than to a warfare against the beliefs of their fellows?

We have no hesitation, however, in warmly commending the book, as a whole, to the careful study of every man and woman, and especially of every teacher. Its conscientious perusal will strengthen the good purposes within them, and inspire them to a nobler manhood.

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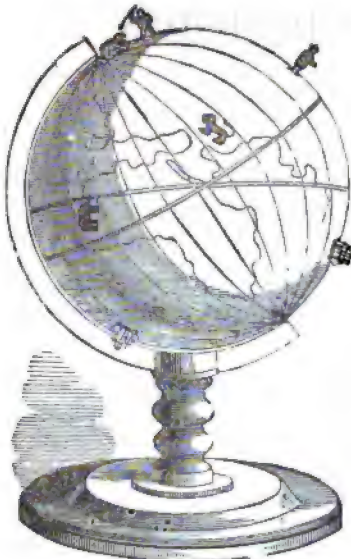
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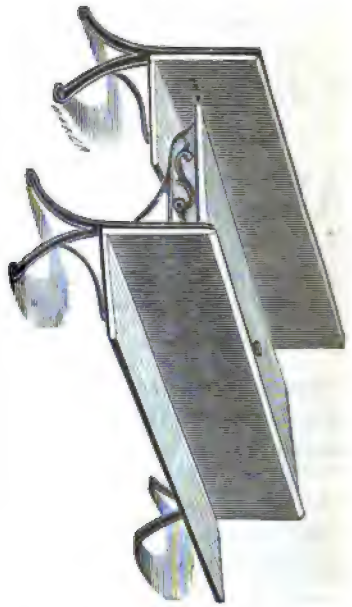
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DEVOTED TO

Education, Science, and Free Schools.

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ILLINOIS TEACHER.

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**NORMAL SCHOOLS, WITH THEIR DISTINCTIVE CHARACTERISTICS,
SHOULD BE ESTABLISHED AND MAINTAINED AT THE
PUBLIC EXPENSE IN EACH STATE.***

—
BY RICHARD EDWARDS.
—

[Concluded from last number.]

BUT, thank God, the wise utterances of the past are still with us. Pestalozzi has not faded out. Horace Mann is commemorated not alone, or chiefly, in statue and monument, however honorable these may be to those who rear them. Literature preserves for us the results of ancient and modern thought and experience on the subject of education. And the normal school has therefore for one of its distinctive characteristics that it imparts instruction in the science of education and the art of teaching. Thoughtful men have observed the phenomena of the mind, juvenile and adult, have compared the results of their observations, and have given us the truths and principles evolved by their thinking. These we are able, to some extent, to present to our normal students as helps in forming their own opinions, and constructing their own theories of education; and every year improves the material thus furnished. In our times many able minds are intensely laboring upon this problem of ascertaining and stating the principles of education. Books are continually issuing from the press setting them forth. Of course, in the multiplicity of publications there has been some trash. In our eagerness, we have plucked some immature fruit. The tree is young, and has not yet, we are confident, reached its best bearing. But already some plump and luscious specimens have fallen into our baskets; and we know that more and finer is yet to come. In the mean time, let us cherish the tree; let the soil be tilled by the assiduous labor of every active teacher; let it be watered by the generous showers of a beneficent

* Read before the National Teachers' Association, at Harrisburg, Aug. 16, 1866

legislation ; and let it be warmed into lusty life and a glorious fruitage by the genial rays of an appreciative public sentiment !

It has been some times intimated that this pretended science of education is a myth,— that the talk about it is of little account. It has been charged, perhaps not altogether generously, that its advocates and professors are more enthusiastic than wise ; that they are either intentional deceivers of the public, or unwitting deceivers of themselves ; that, in short, the whole matter is a sort of well-intentioned imposture. Now, we are free to confess that some of the talk aforesaid has been a trifle unsubstantial ; that an occasional apostle has appeared with more zeal than knowledge ; that some of the professors, it is barely possible, have chipped the shell a little prematurely. But it is not necessary, at this late day, to assure you that there is here as noble a science as ever engaged the thought of man. There are immutable principles here, that ought to be studied and comprehended by every young person entering upon the work of teaching. There is in the nature of things a foundation for a profession of teachers. Compare the science of Education with other sciences in this respect. Take the science of Medicine. Have we not well-defined, universally-acknowledged, practically-important principles, as well in the Teachers' College as the College of Physicians ? and as that science now is, with its various schools and numerous isms, have we not about as many of them ? Or take the clerical profession, including all the denominations considered respectable, and are there not as many useful and important points upon which we teachers are all agreed as there are among the ministers ? In truth, the science of education is in some respects in the most satisfactory condition. Its conclusions have not crystallized into such rigid forms that there is no room for further discussion. Its principles are sufficiently well established to serve as guides to the thoughtful inquirer, but not so limited in details as to cramp his faculties or repress his thought.

Here, then, we have the second distinctive characteristic of the normal school,— that it instructs its pupils in the Science of Education and the Art of Teaching.

Another essential requisite in a normal school is, that it gives its pupils an opportunity of some kind for practice in teaching, under the supervision and subject to the criticism of experienced and skillful instructors. This is accomplished in various ways : by exercises in conducting the regular classes of the normal school ; by classes of normal pupils assuming for the time the character of children, and receiving instruction and answering questions as they think children would ; and by a separate school of children, in which the novice is intrusted with the charge of a class, either permanently or for a

stated period, as a week, or two weeks, as the case may be. There seem to be varying opinions as to which of these is the best and most efficient method. The Model or Experimental School has been objected to, because it interferes with the daily drill of the student in his classes, and also because the children taught by these students are supposed not to be so well taught as they would be by instructors of more experience. But I think both these evils may be entirely avoided: the first by a proper distribution of the time for study and for teaching, and the second by an adequate supervision of the pupil-teachers, added to the responsibility imposed upon them by continuing the same class under the same teacher during a term of school, and subjecting it at the close of that term to such an examination as is usual in the case of regular teachers. The school for practice is unquestionably essential to the complete idea of a normal school. When the young practitioner is dealing with children, he encounters the reality of his work. The real difficulties of his employment are before him. There is no make-believe. He is never in doubt as to whether his methods are such as to interest and instruct children, for the children are there and he can see for himself, and all others can do the same, whether they are interested and instructed or not. Every question he asks, every suggestion he makes, is tested on the spot, by the proper and natural test. But it is said that more skill is necessary to teach a class of adults personating children than to teach an equal number of actual little ones; and that therefore this practice is of more value than the other. It may be so in respect to the difficulty, and if we knew that every additional degree of difficulty adds strength to the mind overcoming it, we might allow that higher results might be gained in this way than by the other. But this assumption is not true. It is more difficult to calculate an eclipse than to ascertain the value of ten pounds of sugar at twenty cents a pound, and what a vast increase of mental strength is required in passing from the latter to the former. It is also more difficult to shoot pigeons with a sixty-four-pounder than with a proper fowling-piece, and most difficult of all to see any advantage that is likely to come from the attempt. Increasing the difficulty of an undertaking does not necessarily improve its effect. Unnatural methods of accomplishing results are difficult, and certainly not to be commended on that or any other account.

Again, we mention as a distinctive characteristic of normal schools that they beget an *esprit du corps*, and kindle a glowing enthusiasm among their pupils. They tend to exalt the business of teaching. They show it up in its nobler in stead of its meaner colors. By infus-

ing an element of philosophy into the very work of instruction, they dignify every step of it. Under this influence the work of primary instruction becomes the worthiest part of the entire task, because, considered with respect to the child's wants, it is the most important. It takes profounder insight into the child's nature to lay aright the foundations of his culture in the primary school than to help him at any other stage of his progress, because the primary teacher must see the end from the very beginning. His plans for the future must embrace the child's entire career; no partial view of the field is sufficient. This the normal school brings into view, and insists upon. Admit this truth, and you at once exalt the work of elementary instruction into a dignified science,—into something worth the study of any mind. Make the excellence of teaching to depend upon what you teach, and there is little to arouse the enthusiasm of some of our number, for a knowledge of the alphabet and abc can hardly be considered as bestowing any great amount of mental strength.

Normal schools, then, should be established and maintained by state authority. For this we urge the consideration that these schools are necessary to the success of the common schools.

Normal schools are characterized by the fact that they have in view the special object of preparing teachers; that this is their entire aim and end; that they foster a professional spirit and generate professional enthusiasm; that they give instruction in the science and art of teaching; and that just now, as our country is situated, they are specially needed, in order to extend the influence of Free Schools all over the region lately blasted by slavery. Any one of these characteristics is a sufficient vindication of these institutions. Taken together, they form an argument in behalf of normal schools irresistible and imposing. May they continue to grow in usefulness and in public favor until they have achieved results worthy of the confidence they solicit.

A NEW STUDY.—Buckham officiated as Professor at a Teachers' Convention, and convulsed the audience by relating an anecdote. He said that at the first district school he ever taught, he announced one day that on the following Monday he would commence a parsing class. A bright-eyed little girl, one of the pupils, ran home and burst into her mother's parlor, where a sewing-society was in session, and with uplifted hands, cried: "O, mother, Mr. Buckham is going to have a sparking class!" The sewing-society were delighted to hear it.

CHERISH HUMANITY'S BEST.

THERE is in every mind an ideal of perfect humanity, far above and beyond the actual individual; yet some times he approaches it, and he is then conscious of doing his best. He is elevated above himself, and dwells with nobler things than are about him. The more he frequents these loftier regions of his own nature, the nearer he approaches the perfect ideal.

No *part* of the being can be trained to perfection except by cherishing the best. The gymnast places a bar before him as high as he can leap over, for by so doing he acquires power; and the next time he places it a little higher, and so on, gaining strength at every trial, and rising ultimately to a high degree of excellence. But, in stead of this, suppose he should place it low down, where he might clear it with ease, there would be no upward progress, and he would *lose* even the strength which he had by not using it.

So, in intellectual acquisitions, one must apply all his mental power in order to reach the highest success. The advantage of doing this is two-fold; for, not only is more knowledge gained than would otherwise be, but an addition of strength is made to the mind, so that there is more of it than before; and every time it is used to the utmost it increases at compound interest.

Some great minds may pride themselves that they do not need to exercise all the power they have, that they can accomplish good enough without. But what a mistake is theirs! Of him to whom much is given much will be required. "Genius unexerted is no more genius than a bushel of acorns is a forest of oaks." It must have the development which exercise alone can bring. How many a man born with the germs of genius in his intellect has been surpassed by a mediocre, because he did not cherish the best.

To the student, seeking the golden fruit of knowledge, this principle is all-important. He must place his standard high, and then strive to attain it. "Who aimeth at the sun shoots higher much than he that means a tree." If he tries for the noblest results, he will reach a point far in advance of that from which he started; and though the end accomplished may fall short of that proposed, still the *very effort to rise* can not fail to prove beneficial.

The greatest degree of moral excellence can be acquired only by cherishing the best; and to cherish the best, we must root out the worst. Flowers will not flourish among weeds. All evil must be

driven out of the heart, in order that good may reign supreme; that love of brother and love of country, which include all the virtues pertaining to the dealings of man with man, may be the motive power inciting to magnanimous and heroic deeds. To nurture the good in our own hearts we are greatly aided by remembering and dwelling upon the good in others. Many examples are given us of earnest devotion to a lofty purpose, noble self-sacrifice, and exalted patriotism. Among these are Mary Lyon, consecrating her life to the good of others, laboring to educate girls of limited means and train them into noble women; Florence Nightingale leaving the luxuries of an affluent home, depriving herself of the companionship of distinguished friends and relatives, and going forth amid the wounded and dying where pestilence raged the fiercest, devoting her time, her energies, and her fortune, to alleviate the suffering of her fellow creatures; Barbara Frietchie risking her life to unfurl the glorious banner in Fredericksburg; Sergeant Jasper mounting the fort and holding aloft the stars and stripes amid the shot and shell of the enemy; the death-scene of Wolf; the last words of the heroic Mulligan, "Lay me down, and *save* the flag"; and the noble words and deeds of Abraham Lincoln, prompted by his love of humanity. Thoughts of these stir up the good within the human soul; and how much better is the man for cherishing them!

In like manner the religious nature receives its fullest development. The Christian must live up to the highest light he has, or he falls backward; and he must have the highest light that he can obtain, or he neglects an important duty. He is surrounded by nature in all her beautiful forms, ever knocking at the door of his heart, ready to soften it with her genial influence, whispering to him through the symmetrical form of the flower, breathing from its fragrance, thundering from the cataract, proclaiming through the grand plan that exists in the mineral, the vegetable and the animal creations, through the influence that poises the Earth trembling on its axis, through *all* the wonderful laws that control the Universe, and through the mysterious workings of his own mind and soul, that there is a *God*. He has also the lives of the good and great to shed a radiance around him,—the examples of Christian martyrs, who suffered tortures inconceivable, and died upon the rack, to testify to the reality of their faith; and above all, he has *revelation* to add brilliancy to what is already bright, and to illumine what is darkened by doubt-clouds. O Christian! in the midst of all this effulgence, how hard it is to live up to the highest light; but it must be done ere the love of God and man can reign supreme in every heart.

As with an individual, so with humanity. The race gets on by cherishing its noblest minds, and walking in the path which they illumine. Were the heritage of culture which they have left to be blotted out, we, to-day, should begin our civilization where the ante-diluvians began theirs. Had the teachings of Socrates and Plato been forgotten, where would be our progress now in education? Had the names of St. Paul and Luther been stricken from history, what would have been the growth of Christianity, the grand renovator of the race? Had the example of Tell been lost in oblivion, humanity would now be a step *lower* on the scale that leads to the perfect freedom and the equal rights of all. But Tell was not forgotten, and mankind has been moving onward to the desired goal. And what glorious results have been achieved, especially in our own country, where the air we breathe is freedom, and all nature chants pæans of liberty! and here there are new names, which we above all others should cherish: Washington and Lincoln, the Father and the Savior of our country, the friends of freedom and humanity. What better thing can we do than to cling to their memories, emulate their virtues, and labor to disseminate and perpetuate the principles they have established?

Of this noble work the teacher has a great part to perform. It is for him to transmit to succeeding generations the inheritance of culture from the past, to see that nothing good or beautiful shall perish. It is he who is to shape the characters of the men and women of the future. Let him cherish the best in their mould. He may deal with some natures that seem deficient, but he must not despair. There is no marble block, however rough, but contains a heavenly image, if a dextrous hand but carve it out: so there is no human soul, however dark, but will shed some ray of light if a way for it is opened. And the teacher should open this way to the hearts of his pupils, by making them feel that he sees something of good within them. When they know that their better nature will be recognized and appreciated, then will that better nature show itself. Such motives should be used as will appeal to the best that is in them: not to fear, but to a high sense of honor, which will go with them through life and control their actions long after they leave the narrow walls of the school-room.

Always to bring out the best in his pupils is no easy task for the teacher; and amid all the trials which surround him in his calling, he may find it very hard to cherish the best in himself, especially to be patient and cheerful; but he must remember that the material he shapes is undying, that the structures he builds are everlasting, and then he must *work* as if angels were working with him. B.

NO TIME LIKE THE OLD TIME.

THERE is no time like the old time, when you and I were young,
When the buds of April blossomed and the birds of Spring-time sung !
The garden's brightest glories by Summer suns are nursed,
But, O, the sweet, sweet violets, the flowers that opened first !

There is no place like the old place where you and I were born,
Where we lifted first our eyelids on the splendors of the morn,
From the milk-white breast that warmed us, from the clinging arms that bore,
Where the dear eyes glistened o'er us that will look on us no more !

There is no friend like the old friend, who has shared our morning days,
No greeting like his welcome, no homage like his praise !
Fame is the scentless sunflower, with gaudy crown of gold ;
But friendship is the breathing rose, with sweets in every fold.

There is no love like the old love that we courted in our pride ;
Though our leaves are falling, falling, and we 're fading side by side,
There are blossoms all around us with the colors of our dawn,
And we live in borrowed sunshine when the light of day is gone.

There are no times like the old times,—they shall never be forgot !
There is no place like the old place,—keep green the dear old spot !
There are no friends like our old friends,—may Heaven prolong their lives !
There are no loves like our old loves,—God bless our loving wives !

O. W. HOLMES, in the October Atlantic Monthly.

A N O C T O B E R D A Y .

THE morning light is mellow. No cloud obscures the rising sun,—and as his rays dissipate the mists which, like the mourning-weeds of departed night, veil the landscape, they stream forth almost as bright and full as they were wont to be in high June. A stillness and calm beauty spread over all the face of nature, like the smile of matronly womanhood, when streaks of gray begin to rest quietly on the temples, and time places his first scarce-perceptible wrinkles on the smooth brow. The morning chorus of birds lacks the fullness of the summer song, and here and there a strain is given in the minor key. The gentle slopes still wear their mantle of green, flecked, however, with the brown of flower-stalks dead and dry. The herds placidly browse

on the grass, or, with half-shut eyes, chew their cuds under the full rays of the noon-day sun, whose fierceness no longer compels them to seek the shelter of the neighboring grove. For noon has come quickly on; the arc over which the sun climbs from the horizon to the meridian has scarce half the length of that he describes in his summer journey. In the calm noon-tide the leaves hardly rustle; yet, now and then, one, all withered and sere, flutters slowly down and seeks its low bed, where during the long winter it shall moulder back and once more mingle with the earth from which it sprung. Now, too, falls the ripened nut; and the nimble squirrel gathers it quickly up and bears it away to increase his winter hoard. The red fruit peeps out from among the thinning leaves of the apple-trees, and the huge pumpkins grow more yellow in the warm rays, now no longer obstructed by the frost-bit leaves.

The merry brooks, thanks to the early rains of Autumn, make glad music, where, a few weeks since, the summer zephyrs raised clouds of dust from their parched beds. The foliage in the distant forest, scarce lessened as yet, wears a look of solemn gayety, where the blush of the maple, as though ashamed of its approaching nakedness, mingles with the yellow of the oak, so like the gold which age heaps anxiously up when its time of greenness and youth has for ever departed.

And now, as the Sun hastens to his quick setting, how swiftly the chill of evening steals on, and a light breeze from the north warns us by its sharpness that the time of warmth and light is nearly over, and that Winter, with his cold, dark storms and fierce blasts, will soon be here. How like is the season to the sober manhood that follows a well-spent youth, when the fruit grows rich and ripe, though the vigor, fullness and luxuriance of the early summer-time have departed to return no more.

The Sun has sunk in redness to his rest, and the harvest Moon rides full and clear in the eastern heavens. Beneath her mild beams youths and maidens dreamily walk, and in the still happiness of the present talk soberly of the brighter days to come. Thus, Hope ever walks with Change; and in present decay we find the gleam of a brighter hereafter.

"The Night is mother of the Day,—
The Winter of the Spring;
And ever, upon old decay
The greenest mosses cling.
Behind the cloud the starlight lurks,
Through rains the sunbeams fall,
For God, who loveth all his works,
Has left his Love with all."

LITERATURE FOR THE YOUNG.

THERE is a tendency among men to consider that the world is growing worse; that humanity is deteriorating; that in our day men are neither so wise, so strong, so pious, or so good, as in the days of our grandfathers. The Golden Age is apt to be in the past, with most of us. But it is not difficult to show that this is a delusion. The world is now in a better condition than at any previous moment of its history. Men are to-day, on the whole, wiser, stronger, better, and more pious, than they ever were before; and of this there are numberless indications. When was there a time in the past when so much was done to alleviate the sufferings of humanity as now? When were so many gifted men and women devoting themselves to the good of their fellows as there are to-day? When were there so many hospitals, asylums, sanitary and Christian commissions, intelligent, sympathizing, pure-minded and devoted army-nurses, as in this our day and generation?

But this superiority of our own time over past ages is most conspicuously and gloriously exhibited in the labor and care we bestow upon our children. Untold sums are annually expended in the erection of school-houses, in the preparation of books and apparatus, and in the payment of teachers,—all for their benefit. It has come to be considered the chief end of life to fit the rising generation for the proper performance of their duties in the world, to mould them to the highest attainable type of character.

And among other agencies, employed for the culture of our little ones, is the preparation of a literature suited to their wants and capacities. In former times authors thought only of adults. They wrote for mature men. Even the points of the catechism were expressed in terms so metaphysical that only full-grown and trained minds could fully understand them. Little children were compelled to climb up the hard hills of science and theology by the high and steep gradations that taxed the energies and staggered the powers of athletes in the intellectual race. The conclusions of the tremendous logic of an Augustine or a Calvin were forced down the innocent throats of the unwitting victims of the terrible and inexorable theories. Steps were never shortened, the road was never smoothed for their tender feet. No pains were taken to adapt the truths taught to the comprehension and capacity of children. The thoughtful and earnest school-dame required her little flock of eight years of age to commit to memory

such delightfully-adapted books as Butler's Analogy. In short, it was assumed that children's minds were made for the truth, or what veteran thinkers declared to be the truth, and not that truth was for the improvement of the youthful mind, and ought therefore to be adapted to it. The end was mistaken for the means, and the means for the end.

In recent years there has been a great change. Literature has been bent out of its rigid forms for the benefit of children. And, as usual, in receding from one extreme the other has been reached. Steps have been made so short that the little muscles have derived no strength from taking them. Knowledge has been so simplified that it has been converted into something very like ignorance. Juvenile literature has been reduced to an endless and barren jumble of baby-talk. It has imparted no nourishment; it has not thrilled the soul with any new energy. Care has been taken to introduce no word with which the child is not already familiar. Hence, he walks an everlasting round without rising much. His intellectual food is diluted and reduced to the merest namby-pamby. All manliness, all sterling vigor, is washed out of it.

And if the former treatment of children excited their terror and thus stunted their mental faculties, the latter has been as effectual in disgusting them and turning their stomachs. No one has a clearer perception of such weakness than those for whose benefit it is indulged in. Nothing is more offensive to a child than to be approached with an ostentatious display of plans for reducing things to his comprehension. Every child understands that childhood is only the vestibule to manhood, and his mind is set upon making progress,—upon moving forward in the direction of manly attainments and power. Every boy means to be a man, and every girl to be a woman; and they dislike to be addressed in language that seems to assume their childhood as a finality. They demand an acknowledgment in what is done for them of the dignity to which they are looking forward.

Now the golden mean between these extremes, which differs essentially from either of the two methods mentioned above, is not often attained; and it may not be amiss to note, as far as we are able, a few of its characteristics. And first, we observe that literature for children should treat of matters in which they are interested; and this includes a sufficiently large variety of themes. All beautiful and attractive scenes in nature, all interesting adventures, all accounts of dangers braved and escapes effected, all heroic deeds, whether exhibiting physical or moral courage, spirited humor or harmless fun, all trying

and joyous experiences,—all these are themes specially adapted to awaken the interest of young persons. There is, therefore, no lack of material,—earth and air and sea and sky are full of texts for the right kind of sermons to young folks. Human history, the record of high achievements on battle-fields, the accounts of voyages and discoveries, may all be consulted for this purpose; and surely the field of moral and religious duty need not be passed by, for we venture to say that nothing in the whole range of thought is more effective in arousing the mental and moral energies of children than a proper presentation of their relations to God and to their fellows. It is clear, then, that in this department of literature genius need not be cramped for the want of a sufficiently extended field.

But not only must the matter be interesting, but the manner must be attractive. The author must be able to view things from the child's stand-point. The slow, cold-blooded, impassioned style of the metaphysician must be cast aside. The sentences must throb with a bounding life, like that which thrills along the nerves of childhood. The writer must have red blood in his own arteries; he must be a man of earnest, joyous, hopeful temperament, and must emphatically believe in boys and girls,—believe in their bounding life,—believe that they have in them the elements of noble characters, and that, in the hand of Providence, they are to be instrumental in the accomplishment of high and holy results.

Next we observe, that such literature should be characterized by genuine and sterling thought; or, if it is intended to amuse, the fun should be hearty and wholesome. Weakly sentimentalism, feeble affectations, unwholesome and impure innuendoes, however disguised by smooth and genteel terms, must be utterly discarded. Every thing prepared for young people should have a downright honest purpose. There should be no subterfuges or make-believes. The writer must believe that there is in his readers an element of character which will respond to the noblest sentiments he can utter, and he must put into his composition only the best of his own thoughts and feelings. Most of the terms employed should be within the comprehension of children; but it should not be forgotten that the best way to introduce new and strange words is to incorporate them into interesting composition. Their meaning will be mastered in this way with a precision and a permanence not otherwise attained. By this we do not mean to be understood as wishing to exclude all fiction. Every body knows that it is often the case that fictitious narratives contain more of real truth than what is called actual history. What we require of an author is, that he should be true to his highest and best convictions,

should be thoroughly honest in the opinions he expresses, should abstain from all disingenuousness, and should never swerve from his allegiance to the right and the true, whether in morals or æsthetics.

And every thing that is read by children should tend to improve their moral character, and to promote a reverence for God and holy things; to foster patriotism and benevolence, and help to endow them with every manly attribute. The thoughts which are present with young minds from day to day exert a tremendous power in shaping them into their ultimate forms. The literature which interests them furnishes the mould in which their souls are cast. The thought from the page which absorbs their attention dwells in their minds, an ever-present guest, and imparts its own character to every faculty and emotion. What is put into the books of the children of to-day will reappear in the character and deeds of the men and women of to-morrow. How important, then, that every thing that thus goes in should have an exalting, purifying and invigorating influence upon these souls. With what trembling care should we exclude the flippant sneer at religion, the ungenerous disparagement of country, and the malignant, though it may be covert, attack upon virtue and morality. It is impossible to foster too high a regard for these great conservators of human happiness.

And it is only an extension of this idea to say that the literature for the young should never be contaminated by any thing which offends against good taste. The law already stated prevails here. The images presented to the mind of the child by the literature that he loves to read will abide with him through life. We are, to a great extent, formed by our imaginations. Good taste follows not far in the rear of pure religion.

And lastly, we insist that literature for the young should be written in good English. We protest against the baby-talk which ignores Lindley Murray in many important particulars. Let our noble tongue be unfolded in all its purity and power to those who are to be our future poets and orators. Vigorous and impressive speech begets vigorous and impressive thought, while loose, shambling sentences dissipate the mental force of writer and reader. The English language, properly employed, is a powerful instrument of mental culture; and surely no where can this culture be so well bestowed as upon the minds of our children.

Many attempts have been made in this country to meet this great want by juvenile periodicals, and with varying success. But among all the periodicals issued for the use of children, one is so preëminently successful in conforming to the required conditions, that we

shall do no injustice by naming it here. We refer, of course, to 'Our Young Folks', a magazine published in Boston by Ticknor and Fields. It counts among its contributors many of the ablest and most popular writers of our country. Only men of genius can do what we have declared to be necessary in the preparation of such a literature. But on the pages of 'Our Young Folks' the requisite talent is surely forthcoming. We have certainly never read a tale better adapted to the chief purposes of juvenile literature than many that have appeared in its different numbers. What boy can read 'Winning His Way' without an increase of manly aspirations? And what a humanizing influence will be exerted upon our little folks by the kindly articles on animals, written by Mrs. Stowe! That the articles have sterling merit is proved by the character of the writers, and by the interest with which they are read by adult persons of good taste and intelligence. And to be convinced that they are interesting to children, one only needs to observe with what delight the appearance of each successive number is hailed by a group of little ones. We can not help regarding it as one of the best and most beneficent of the educational forces now operating upon the rising generation, and we cordially desire for it the highest success in its noble mission.

REVERENCE FOR CHILDREN.

"Maxima debetur puero reverentia."

JUVENAL, Sat. xiv.

TEACHING is the most peculiar of employments; utterly distasteful to some, to others irresistibly attractive. Few teachers abhor their business, for such will not be driven to teach by any pressure of events; but some teach with far less interest than others. They lack a genuine enthusiasm in their profession; and perhaps there are few whose interest does not some times flag. It does us all good to call to mind occasionally the greatness of our work; and that comes from the nobleness of the material with which we deal.

Who and what are our pupils? We look into their eyes day by day, and what do we see? How do we estimate these young individualities which come to be shaped by us? Such questions strike the key-note of our work.

I. Their lack of years is no essential inferiority. Being younger than their teacher is not only no 'atrocious crime', but it does not bring them a whit below his own level. He has no right to cuff or

scold them because they are young. His duty is to guide and interest those who are just as good as he is. They happen to have been born later, and so are a little behind him in knowledge and discipline. To each generation is committed the instruction of its juniors. The teacher is selected to do the formal part of the work; the informal, and not less important, is done at home, and in the thousand contacts of social life. One of the things to be taught is proper respect for age; a universal, half-filial sentiment, which helps to make life beautiful wherever rightly developed. Another most important thing to be taught is submission to just authority. The school is to be in this respect an educator of good citizens who will obey law; more, it is to prepare the citizens of the universe to bow to the will of God. It will not do to refrain from the exercise of authority in a school-room. One of the chief ends of immature years is to learn obedience, to understand the golden motto, "Honor to whom honor." Because the teacher esteems his pupils so highly, he will teach them 'manners', and enforce good morals. But let him not do this as with inferiors. The time will come when this difference of years will seem as nothing. When two college graduates, hardly yet in middle life, met at commencement, one said, "I believe I was your tutor", and was taken aback by the reply, "No, I was yours." Suppose you were ten or even twenty years older than your pupil: he will soon be out in the world by your side, perhaps outshining you. Before you are willing to acknowledge yourself an old man, he may be in Congress, making laws for you to obey, or Judge of the Supreme Court, adjudicating on your dearest rights. Doubtless there are now living, in a vigorous activity, some of the pedagogues who feruled the 'Bobbin Boy' and the 'Farmer Boy'. Which does the world deem older now, the 'boys', or their teachers? Chief Justice Chase can find some of his instructors: would they feel older than he, seeing him in the redeemed seat of Marshall? So fades, even in this life, the inequality of age. It is an accident, conferring not the slightest gift of superiority.

II. The teacher will do well to remember the possible special greatness of the young minds before him. It is of no use to tell all the boys that they stand a good chance for the White House, or make all the girls believe that they can come to write novels like Uncle Tom's Cabin. It is better to rouse in them an ambition to do well just what is put within their reach, than to excite restless cravings which can never be satisfied. But the teacher may think,—can he help thinking?—here are spirits which may become instructors and leaders of multitudes. Our institutions, with their free play of motive and of

energy, reveal every day such possibilities. Grant and Sherman were not very remarkable boys. President Lincoln's early life did not herald him as the man for the greatest crisis of our country's life. There is a possible greatness in many of the boys we instruct. As we apply our arduous work, we can not be sure that we are not moulding the souls of future statesmen, of the orators whose winged words will enter a million hearts. We need not promise each boy that he shall be a Webster: but what if a greater than he lies latent in the arena of the school-room? The bare possibility is enough to make us bow the head before our pupils. We see the stuff out of which greatness is made. We are fashioning minds which bear the divine seal. We are swaying passions, disciplining tempers, kindling aspirations, which have in them the secrets of all human power.

III. But there is yet deeper reverence. You need not search for germs of special greatness, which, after all, has so much of the mere accident. Bend low before every young soul, because it has a sensual greatness. Reverence the most ignorant mind for its wonderful structure and powers. Say to yourself, Here is an immortal being, with capacities for development unending; with mind, heart, and will, fashioned for the highest activities; with a conscience to be guided and enlightened; with susceptibilities to exquisite pain,—taking shape to-day, this instant, under my forming hand. Young minds are great because all mind is great. The most puerile souls are august because every human soul is a thing of grandeur. Take your most unpromising pupil, and with the eyes of reasonable faith you can see in him or her something nobler than the stars.

Reverence these young beings; work for them as for the highest of the earth; love them as your immortal kinsmen.

California Teacher.

MR. WEBSTER'S OPINION OF PUBLIC SCHOOLS.—On one occasion a Boston gentleman was talking to Mr. Webster respecting the best way to educate his son in the city. "Sir, I would send him to the public school." But an objection was made that there was a great admixture of boys, and evils to be apprehended from so many foreigners, etc. Mr. Webster replied, "Sir, send your son to the public school, and if he sits by an Irish boy, they will both, perhaps, be better for the association. I am strongly in favor of public schools."

ESSENTIALS FOR A SUCCESSFUL TEACHER.

APPRECIATING the end of his own being, the teacher himself wishes to *know*, that he *may do*. It is not merely knowledge for itself, for the mere sake of knowing, which is desired. This would be mere curiosity, which is by no means an elevated feeling. If one knew all the languages into which Babel has cleft the earth, and were that the end of his acquisitions, a day-laborer with a very moderate share of knowledge of his mother tongue, but who took the well-being into his thoughts and feelings, his plans and ends, would be not only a better man in the moral aspects of the question, but also a better educated man, in the true sense of the word education. Nor is the knowledge sought because by the acquisition its possessor can become rich and powerful. This is mere selfishness, which is a base and sordid feeling; and wherever it gets the mastery, it renders a man so consciously base that, self-condemned, he excludes himself, as unworthy, from the society and converse of men of eminent virtue and philanthropy. But the thirst for knowledge which the good can approve is his who, while he does not ignore self, or seek to be better than our Lord required, since he commands us to love our neighbor as *ourselves*, nevertheless wishes to know *much*, in order that he may do more, which will be beneficial unto others.

In a word, then, the successful teacher must first have become a successful scholar. He must, in some way or other, have learned the lesson, and learned it thoroughly, that a man is not his own, having no relations or affinities to others. He is placed here to be rain and sunshine, fresh air and fragrance, food and flowers, any thing and every thing that is good and beautiful, consolatory and strengthening, reforming and purifying, unto every one that needs his help and unto whom he is able to render it. Let this big thought come down into the soul (and what contractility must first have been overcome before this thought could find room in these shriveled, sunken souls of ours!) — let this big thought, I say, come down into the soul, and it converts the man at once into a most diligent learner. What must I do, and how can my duty be best done? are now the life-questions which are ever asked, and unto which ready answers are also ever vouchsafed; for here he who asks receives, and he who seeks finds. And now, on the strength of the answers, you find him diligently prosecuting his work of preparation for future usefulness. Grammar, Geography, Mathematics, Natural Sciences, Mental or Moral Philosophy, Latin or

Greek, French or German, whatever it be whereby his usefulness can be promoted, is unweariedly pursued. Early and late you find him employed, and no figure of speech brings up so forcibly before us the desire which ever prompts his action as that just used by us when we spoke of a *thirst* for knowledge.

Now put the young man who has gone through such experiences into a school-room, and would you not expect him to succeed? Can you be near a fire and not get warm? Shall the sun shine, and darkness not flee away? Shall a young woman pass before you day by day into the school-room, who has consecrated herself for the good of the children to a life of weariness, bearing their perverseness and waywardness, and manifesting an unceasing regard for the welfare of her pupils, without becoming more fragrant to their moral senses than perfumes and spices are to our natural organs? Before such a teacher an unwillingness to study this subject or that would pass away as soon as the precept of the teacher, fortified by her own beautiful example, had taken hold of the tender heart of the pupil, and convinced him wholly that any study was to be loved and pursued according as it was fitted to make him better and more useful.

It is back of the school-room where the success may be gained, that the foundation of that success was laid. In the private chamber, where, seen only by God, he devoted himself to a life of usefulness; in the distant rural school-house, where, under many and almost insurmountable difficulties, he prosecuted his studies; in the rooms of this noble institution, where his industry and regard for every thing that is seemly and good has made his name almost a proverb,—in these spots his success was gained. Here he has sown: what remained for him was to go forth and reap his harvest.

A love for communicating knowledge. This, in the most successful teachers, is, in a greater or less degree, a natural gift. They are born teachers. They never knew when they did not love to teach. But this gift is also susceptible of high cultivation; and under those moral experiences, of which I have already spoken as giving life, energy and persistence to the thirst for knowledge, this love for communicating information becomes so intense that the mid-day meal will often be neglected for the pleasure of imparting knowledge. This it is that takes from the school-room now all that gloom and horror which, under the rule of some pedagogical tyrants, makes it appear as if it were draped in mourning. Under the smiles and sunshine of him who loves to teach, the school-room becomes to the pupil a place of pleasant and useful pursuits, and of joyful mastering of difficulties; the birthplace of bright hopes and aspirations, and the spot to which memo-

ry, in after years, will look with a pure and serene joy. So well satisfied I am that the success of the teacher, in the highest sense of this word, depends on his own thirst for knowledge and his love for communicating, that if I were examining a teacher with a view to his employment, I should question him first and most fully on these two points; and if he was right here, I should feel that there was little reason to fear any deficiency in respect to mere book-learning. But if I should find that a hireling, an impostor, had come to be examined, a man or—oh, tell it not in Gath!—a woman, who neither loved children nor loved to teach them, I should expect to find him deficient also in the mere learning of books; and I should most assuredly try to find out his deficiencies, if he had any, and with heartfelt joy would see him turn his back—and with hearty good will would help to turn his back—on the school-house of my or any other district. For if there is any one thing, short of the immediate frown of Deity, which more than another a parent may deprecate, it is the subjugation of his children to the tyrannous, soul-shriveling rule of a man or woman who, for six hours of the day, and for six days of the week, has under his care—care, indeed!—oh, sad misnomer!—the susceptible minds of children, to train them to the love and pursuit of those things which he himself hates.

Aptness to teach is the last element of the character of the successful teacher which I shall name.

It has been said that “what we know thoroughly we can usually express clearly, since ideas will supply words.” If this statement is correct—and I believe it is,—then our teacher, with his thirst for knowledge and his love of communicating it, will almost of necessity fall into an easy, simple, clear method of communicating his thoughts, which will make teaching as natural and easy as the putting-on of an old glove. There will also be such a hearty sympathy between him and his pupils, almost by intuition he will see what is needed to make the lesson of to-day clearer and more impressive; and what was seen to be difficult to-day, the zeal and intelligence of the teacher will supply to-morrow. I never, indeed, knew a hearty teacher who did not thus become apt to teach. I have known those who, at first, were slow of speech, and through diffidence hesitated much; at times, too, thoughts were given forth confusedly, and hence they failed at first to interest the children. But these difficulties soon disappeared before the zeal and industry of the teacher, who loved his work, and was resolved to succeed. He who himself thirsts for knowledge soon learns that right methods of study are essential to progress; that there is also a right and a wrong way of putting things, and that when the right method

is used instruction glides gently into the understanding, wins the love of the heart, and then calls forth the prompt activities of the will. The whole man in the scholar awaits the bidding of the earnest, intelligent, loving teacher.

American Educational Monthly.

A BEAUTIFUL ILLUSTRATION.—If one should give me a dish of sand and tell me there were particles of iron in it, I might look for them with my eyes, and search for them with my clumsy fingers, and be unable to detect them; but let me take a magnet and sweep through it, and how would it draw to itself the most invisible particles, by the mere power of attraction. The unthankful heart, like my finger in the sand, discovers no mercies; but let the thankful heart sweep through the day, and, as the magnet finds the iron, so it will find, in every hour, some heavenly blessings, only the iron in God's sand is gold.

O. W. HOLMES.

THE TEACHER'S OCCUPATION.—"Have you ever thought what that man is doing who teaches children? You go into the workshop of the wheelwright: he is making wheels and shafts, and you say he is a useful man. You enter the house of a weaver, who is making cloth, and you say he is a valuable man. You visit the blacksmith's shop, where you find him making pickaxes, hammers, and plowshares, and you say this man is essential. You salute these skillful laborers. You enter the house of a schoolmaster: salute him more profoundly. Do you know what he is doing? He is manufacturing minds."

LIFE'S HAPPIEST PERIOD.—There is no pleasure that I have experienced like a child's midsummer holiday: the time, I mean, when two or three of us used to go away up the brook, and take our dinners with us, and come home at night tired, dirty, happy, scratched beyond recognition, with a great nosegay, three little trout, and one shoe, the other having been used for a boat, till it had gone down with all hands out of soundings. How poor our Derby-days, our Greenwich dinners, our evening parties, where there are plenty of nice girls, after that! Depend upon it, a man never experiences such pleasures or griefs after fourteen as he does before, unless, in some case, in his first love-making, when the sensation is new to him.

CHARLES KINGSLEY.

WHAT SHALL CHILDREN STUDY?

A PROFESSOR in one of the prominent colleges of New York has lately remarked that the peculiar defects of the students under his charge relate to the primary branches of education. He says that students who come well fitted for college in the studies prescribed—students much at home in the dead languages and the mathematics—can not write good English, and find it impossible to spell what they write correctly. It is not a month since a letter was shown to us from a New-England college, written by the representative man of a literary society, which revealed a lamentable lack of spelling-book. And to come nearer home—to the children among whom we move daily,—we know a little girl, quick to learn, who has attended the best schools that could be procured for her all her life, a girl who can play Mozart's Sonatas with good taste and effect, who has been through Colburn's First Lessons and understood them, who has studied geography, history, and grammar, yet who, in the writing of a letter occupying a page and a quarter of note-paper, made fifteen blunders in her orthography. Now who is to blame for this state of things?

The matter is become a serious one, alike with parents and children, and it will be well to inquire into it by the aid of the lights of experience. There are very few parents in the world who can recall what they learned of history, and geography, and philosophy, and astronomy, before the age of thirteen, as any thing of positive value to them. We would like to have every man and woman who takes interest enough in this article to read it try to recall and survey the actual practical benefits resulting from the early pursuit of these studies. How much do you know about them now, that you learned then? Do you remember a single valuable fact of history, or geography, or philosophy, that you acquired then? Are you not painfully conscious that the months and years which you devoted in your childhood to the acquisition of dry rules and facts, of whose value and relations you knew nothing, were thrown away? Do you not feel that if, during those years, you had been taught to write the English language in a legible hand and in a presentable style of composition, you would have gained something that would be of incalculable value now?

It is notorious that, though our people in general are better educated than any other people on the earth, the rarest accomplishments are those of good reading and good writing. Men and women are coming every day into the active work of life with an absolute hatred

of the pen. They come out of the common schools, the seminaries, and the colleges, with a decided aversion to the writing of their mother tongue, and a marked inability to do it creditably. Indeed, the cause of this dislike of writing abides in the consciousness of inability to write well. Men get into the business routine of letter-writing, after a stupid, formal sort, but are all afloat when asked to write a petition to the city council, or when they undertake to write a letter to a newspaper, or even to a friend. Women upon whose education thousands of dollars have been expended write the merest baby-talk to their correspondents, and write no more frequently than they are obliged to write. Nothing scares them so much as to be obliged to write a letter to either a man or a woman who writes well.

Now we believe that one of the leading objects of all our early training in the schools should be the acquisition of the power to write the English language as readily and as well as we can speak it. We believe that the foundations of this power can all be laid before the age of thirteen, so that the writing of a composition will be a pleasure and not a pain, an honor and not a disgrace to the writer. Perfect spelling should be and can be acquired before this age. The orthography of the language is something that the childish mind acquires just as readily as the mature mind, and childhood should abundantly suffice for this work. By the present practice, we do not educate, we cram. There is no educating a power and faculty—only a stuffing with facts which the recipient has no power to state.

Reformation in the processes of juvenile training has carried us all backward. The good old plan of studying, first of all, and thoroughly, reading, spelling, writing, and arithmetic, was the best plan; and some of the old people, in their hand-writing and their orthography, shame their grandchildren of to-day. A child who, at the age of thirteen, can write a good hand, spell correctly, and express himself by his pen in plain English, and who knows enough about arithmetic to make change across a counter without scratching his head, has done better than most children do. And a child who has not accomplished all this, but has devoted his time in stead to studies so exacting as to forbid attention to these more simple and more essential pursuits, has (to the shame of his teachers be it said) wasted his time. At the age of fourteen, a child will learn more in one month about geography, philosophy, chemistry, etc., than he can learn in one year at the age of ten. The time devoted to history by a child of ten, eleven, or twelve, and thus taken from that necessary to the acquisition of the power of writing well, is time wasted; for at the age of sixteen or twenty, more history will be acquired by three days of intelligent

reading than by a whole term of juvenile study. It does not avail to say that discipline and not the acquisition of facts is the object sought. There is no discipline for the young mind, or even for the mature mind, that equals that which comes from the organization and expression of thought; and we are doing an absolute wrong to our children by permitting them to be defrauded of this discipline, and the accomplishments and advantages that go with it.

DR. J. G. HOLLAND, in *Massachusetts Teacher*.

SUPERIORITY OF THE EDUCATED.—The hand is found to be another hand, when guided by an intelligent mind. Individuals who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pecuniary value—where there are no extrinsic circumstances to bind a man down to a fixed position, after he has shown a capacity to rise above it—where, indeed, men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other—under such circumstances it is found, as an almost invariable fact, other things being equal, that those who have been blessed with a good common-school education rise to a higher and a higher point in the kinds of labor performed, and also in the rate of wages received, while the ignorant sink like dregs, and are always found at the bottom.

PROF. MATHEW.

A FEARFUL RESPONSIBILITY.—If, with such educational means and resources as we can now command, eighty, ninety, ninety-five, or ninety-nine per cent. of all children can be made temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance, in stead of ridiculing it and taking advantage of it, public-spirited, philanthropic, and observers of all things sacred; if, I say, any given portion of our children, by human efforts, and by such a divine blessing as the common course of God's providence authorizes us to expect, can be made to possess those qualities, and to act from them; then, just so far as our posterity shall fall below this practical exemption from vices and crimes, and just so far as they shall fail to possess these attainable virtues, just so far will those who frame and execute our laws, shape public opinion, and lead public action, be *criminally responsible for the difference*.

HOBACE MANN.

IMPORTANCE OF MORAL EDUCATION.

MAN has a three-fold nature: physical, intellectual, and moral. Education has for its object the harmonious development of the three, the development and perfection of the *whole* nature of man. "My beau-ideal of human nature," says Dr. Howe, "would be a being whose intellectual faculties were active and enlightened; whose moral sentiments were dignified and firm; whose physical formation was healthy and beautiful: whoever falls short of it in one particular — be it in but the least, beauty and vigor of body — falls short of the standard of perfection." This view about education is no new one: all prominent educators agree in it, common sense dictates it; far, however, we are from its realization. From the stage of the brute — of intellectual darkness — man has gradually passed into the bright day of enlightenment, not, however, rising physically and morally as he did intellectually. It would be wrong and unjust to attribute the physical and moral deficiency to the intellectual progress, though it is often maintained that civilization is associated with corruption and effeminacy. Our enlightened age even is continually drifting toward the cliff of corruption, because it throws all its powers upon the education of the intellect, while that of the character is almost entirely neglected. This fact is the cause of all individual, social and national evils of the civilized world; and men who are not blinded, and whose hearts are yet able to beat for the welfare of their fellow men, constantly call the attention of the age to the danger arising from the neglect of moral education. The remedies recommended are, of course, tinged with either the individuality or the profession of the man who recommends them. The statesman wants to improve the morals of the people by educating them intellectually, and by increasing their wealth; the legislator finds the remedy in perfecting the code of laws; the minister of the gospel in diffusing religious knowledge and sentiment among the people; and the educator in the moral training of the young. All want the human race morally so far elevated that in the character of the individual we may find the guaranty for the safety, the welfare and happiness of all. How much each of the mentioned measures contributes toward accomplishing the object, the reader may decide for himself; emphatically, however, we are more for training than any thing else, for man is, whether we are willing to acknowledge it or not, to a great extent, if not exclusively, the creature of habits. He can be just as well trained to think and act nobly as to the opposite, if we only choose the proper time, employ effective means, and bestow the

necessary amount of attention and effort. From the cradle to manhood, we ought unceasingly to suppress any manifestation of bad qualities, and foster and stimulate the sense for the good, beautiful, and sublime, for order, generosity, veracity, temperance, gentleness, industry, and veneration for others and their property. School and home education should be conducted in concert, and neither teachers nor parents should ever find it too troublesome to embrace every occasion by which they can promote the great object in view.

That teacher does not faithfully fill his office who only regards himself as instructor and not also as educator of his pupils, who does not seek to know every thing about their characters, and untiringly endeavor to mould them for the better. The school where disorder, ruffianism, lying, quarreling, slandering, dislike for study and inattention are permitted, where the morals of the young are not improving from day to day, is of but little benefit to the community, the nation, and mankind at large.

Parents who, from ignorance, negligence, or indulgence, do not immediately repress any manifestation of bad habits in their offspring, and strengthen and cherish their noble and good impulses, bring up dangerous members to society and mankind in general. Parents who have no control over their children, and who are not implicitly obeyed, bring up bad citizens, we almost might say criminals; for children who have not so much veneration for their parents as to obey them will, in riper years, have no regard for their fellow men, the authorities, and the laws of the country.

And, in a free government like ours, is not obedience to laws of the greatest importance? Certainly nothing is more essential, for nothing offers a higher guaranty for the existence and prosperity of a republic than the loyalty of her people and their respect for the institutions. Let us always remember that republics are founded on the virtue of the people: then we can never forget the vital importance of the moral education of our children. This done, we shall see a generation grow up which will embody noble sentiments and good qualities,—a generation great, powerful and happy in itself, and which will become the bearer of happiness and true civilization to all the nations of the globe.

C. J. KNAPP, in School and Family Visitor.

LET your recreation be manly, moderate, seasonable, and lawful. If your life be sedentary, let it be more tending to the exercise of your body; if active, more to the refreshing of your mind. The use of recreation is to strengthen your labor, and sweeten your rest.

MATHEMATICAL DEPARTMENT.

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CRITICISMS AND CORRECTIONS.—

Prob. 8. (May No.) My solution to this problem was published in the July number. Sigma's solution is published in the October number. He assumes that the problem requires the product of the first and second added to the product of the third and fourth to be 582, which is not according to the conditions of the problem as published. Supposing, however, that second and third may have accidentally usurped the place of third and fourth in the original manuscript, I offer the following solution :

Let $\frac{x^2}{y}$, x , y , $\frac{y^2}{x}$, represent the required numbers. Then, by the conditions, $\frac{x^2}{y} + \frac{y^2}{x} = 582 = a \dots [1]$; $x^2 + y^2 = 468 = b \dots [2]$. Clearing [1] of fractions, we have $x^4 + y^4 = axy \dots [3]$. Subtracting [3] from [2] squared, and transposing, we have $2x^2y^2 + axy = b^2$. $\therefore x^2y^2 + \frac{a}{2}xy = \frac{b^2}{2}$; and $xy = -\frac{a}{4} \pm \sqrt{\frac{b^2}{2} + \frac{a^2}{16}}$. Restoring values of a and b , we have $xy = 216 \dots [4]$. Add $2xy = 432$ to [2], and by evolution we have $x + y = 30 \dots [5]$. [4] and [5] readily give $x = 12$, $y = 18$. \therefore The series is 8, 12, 18, 27.

In the solution to this problem as published in the October number, does $x:y::z:w$ indicate a progression, or a proportion? Should not the notation be $x:y:z:w$?*

O. S. W.

Prob. 10. (April No.) In looking over the contents of the August Teacher, I was somewhat surprised at the solution to Problem 10 by A. L. Mistakes will happen with the best of mathematicians, and this is the case, I think, with A. L. in his solution; for it seems to me that he must have made a mistake in summing his series, or else we do not understand the problem alike. Without criticising A. L.'s work, and for brevity's sake, I will give the solution that I gave before my Algebra class, then in the Summation of Series.

We will suppose that the heifer which the farmer owned was born during the first second of time in January, 1856. Then she would

* It was so in the manuscript: the error occurred in printing.—PUBLISHER.

not be three years old until the commencement of January, 1859, when she would give birth to an offspring, and one every year thereafter. This offspring would not be three years old until January, 1862, when it, also, would give birth to one, and one every year thereafter. Now the offspring born in 1860 will give birth in 1863, making for this year 3 births. The offspring of 1861 will give birth in 1864, making for this year 4 births. Now the 2 offsprings born in 1862 will each give birth in 1865, making for this year 6 births. So also the 3 offsprings of 1863 will each give birth in 1866, making 9 births for this year, and so on, as shown by the following table :

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1856	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
1857	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1858	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
1859	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
1860	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
1861	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1
1862	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	2
1863	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	3
1864	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	4
1865	1	1	1	1	1	2	0	0	0	0	0	0	0	0	0	6
1866	1	1	1	1	2	3	0	0	0	0	0	0	0	0	0	9
1867	1	1	1	1	2	3	4	0	0	0	0	0	0	0	0	18
1868	1	1	1	1	2	3	4	6	0	0	0	0	0	0	0	19
1869	1	1	1	1	2	3	4	6	9	0	0	0	0	0	0	28
1870	1	1	1	1	2	3	4	6	9	13	0	0	0	0	0	41
1871	1	1	1	1	2	3	4	6	9	13	19	0	0	0	0	60
1872	1	1	1	1	2	3	4	6	9	13	19	28	0	0	0	88
1873	1	1	1	1	2	3	4	6	9	13	19	28	41	0	0	129
1874	1	1	1	1	2	3	4	6	9	13	19	28	41	60	0	189
1875	1	1	1	1	2	3	4	6	9	13	19	28	41	60	88	277

The calf of 1856 and her own offsprings are placed in column A, opposite the time of their birth; the offsprings of the one born in 1859 are placed in column B, opposite the time of their respective births, and so those born in 1862 are placed in column E, opposite the time of *their* respective births. In column P we find the number born each year. Now the sum of all born each year for 20 years will be the size of the farmer's herd. This column, we find, is a recurring series of the third order, and may be summed by addition, or the formula for recurring series. The summation is 872, *which is the size of the farmer's herd.*

SIGMA.

Sigma is correct. A. L.'s general reasoning is correct: his error is in supposing that the number of offspring of the progeny of the second degree would form only a single series from '1 to 11'; whereas there would be 11 such series, each terminating with a number one less than the preceding. Similarly with the offspring of progeny of other degrees.

Mr. Editor: On a careful review of my solution of Problem 8, published in the August *Teacher*, I find there are some errors in the logarithmic calculations which entirely vitiate that part of the solution. Please publish the following correction for the sake of truth, as I desire to have what goes out from me correct.

Franklin, Venango Co., Pa.

ARTEMAS MARTIN.

$1458.809185 - 1460 = \bar{2}.809185 = \log. 0.064444 =$ quantity of wine in the cask at the end of 2 years. $100 - 0.064444 = 99.935556 =$ quantity of water in the cask at the end of 2 years. $\log. 99 = 1.995635$; $\log. 100 = 2$. $1.995635 - 2 = \bar{1}.995635 = \log. 0.99$. $\bar{1}.995635 \times 1095 = \bar{5}.220325$. $\log. 99.935556 = 1.999720$. $\bar{5}.220325 + 1.999720 = \bar{3}.220045 = \log. 0.00165976$. Hence there was 0.00165976 of a gallon of water remaining in the cask at the end of 5 years.

The error in Mr. Martin's solution had been noticed by O. S. W., from whose communication we take the following:

"I have arrived at the value of his expression $\left(100 - \frac{99^{731}}{100^{731}}\right) \times \left(\frac{99}{100}\right)^{1095}$ without the use of logarithms, as follows:

"By introducing a new factor (100) into the respective terms of the first fraction, and making use of the decimal notation, the expression may be written thus: $[100 - 100(.99^{731})] \times .99^{1095}$. I find by *actual multiplication* $.99^{731} = .0006446548$, $.99^{1095} = .0000166166$, and by performing the operations above indicated I obtain 0.001660588 as the value of the expression. Mr. Martin's result is 0.0603045, and it is *wrong*.

"Observe again, $\log. 99 = \bar{1}.995635194598$. This multiplied by 731 gives $\bar{4}.809327251138$, the number corresponding to which is 0.00064465478+. Subtracting one hundred times this number from one hundred, we have 99.93553452, the logarithm of which is 1.999719641198. To this add $(\log. 99) \times 1095 = \bar{5}.220538084810$, and we have $\bar{3}.220257826008$, the number corresponding to which is 0.001660574+, which varies from the result obtained above by common arithmetic by about the *one-hundred-millionth* part of a unit.

"In conclusion, let me suggest two things with regard to the use of logarithms. 1. To arrive at results with even tolerable accuracy when performing involution by logarithms on so grand a scale as that contemplated in the solution of the problem under consideration, I think it necessary to use more than six decimal figures. 2 (and vastly more important). To arrive at results *with any accuracy whatever*, it is necessary in using logarithms to be aware that the *mantissa is never negative*."

SOLUTION.—16. It is evident that the sheep are worth far more, to the man that takes them, the last year than any previous year; also, that the value increases in a geometrical ratio. Now *one* sheep is to double in four years, when he will return *two*: hence $x^4=2$. $x=1.18921+$. $x^5=1.671762644288+$. Now if he lets out 2000 in stead of 1, he will receive 2000 times 1.681762+, or 3363.5252+.
SIGMA.

EDITOR'S TABLE.

EDITOR'S CHAIR.

OBJECT TEACHING.—We have before us a report of considerable length on Object Teaching, made by Prof. S. S. Greene, of Brown University, to the National Teachers' Association at their last meeting at Harrisburg, in behalf of a committee appointed by that body. The report is carefully drawn, and is full of valuable thoughts not applicable to Object Teaching alone, but to the whole philosophy of teaching. We select the following extract from a communication of Mr. Camp, Superintendent of Public Schools for the State of Connecticut, a member of this committee, to Prof. Greene, as it seems to us to express the general tone of the report.

He says: "Having had an opportunity to observe methods pursued in Object Teaching in Boston, Mass., Oswego, N.Y., Paterson, N.J., and at Toronto and Montreal, Canada, and in connection with other methods in some places, I will, at your request, give the results, as they appeared to me. Whenever this system has been confined to elementary instruction, and has been employed by skillful, thorough teachers, in unfolding and disciplining the faculties, and in fixing the attention, and awakening thought, it has been successful. Pupils trained under this system have evinced more of quickness and accuracy of perception, careful observation, and correctness of judgment, which results from accurate discrimination, and proper comparisons. They have seemed much better acquainted with the works of nature, and better able to understand allusions to nature, art, and social life, as found in books. But when Object Lessons have been made to supplant the use of books in higher instruction, or when scientific knowledge has been the principal object sought in these lessons, the system has not been successful, so far as I have been able to observe the results."

"SAINTS WHO HAVE HAD BODIES."—This is the title of a piece in the October number of the *Atlantic*, which has a direct bearing upon an important question for educators. Does our present system of education stimulate the mind at the

expense of the body, so that the children who have the most thorough education in our schools are doomed to become weak and sickly men and women? The writer maintains that the rightful development of the mental powers sends more vigorous life through the arteries to every part of the body, and that only by educating the mind properly can you develop fully the body. The writer supports his opinion by an array of facts and statistics fairly taken, which can have but one conclusion in the mind of any one who admits the facts.

We are glad to see this 'counter-blast' to the hue and cry so prevalent in some quarters against making children work too hard, or rather work at all, in school. We believe that, in general, there is nothing of so much advantage to a child as to work *hard* in school six hours a day, nine or ten months in the year, from the time he is seven until he is twenty years of age, and longer if he is to pursue a professional life; in other words, that a thorough liberal education is the best preparation for a healthy, happy manhood.

MUSIC IN THE PUBLIC SCHOOLS.—Music should occupy a dignified position in our schools. At every music-lesson some time should be devoted to notes and the practice of vocal exercises. The harshness with which the boys are allowed and encouraged to sing is as reprehensible as it is unnecessary. Many persons have the most erroneous ideas in relation to the tone of boys' voices. Boys' voices should be cultivated to sing softly and sweetly. Our school-boys are not taught to sing, but are allowed to scream in the harshest and most unpleasant manner. It is time that the music in our schools should be looked after with more care by the school officers; that better results should be demanded. We would suggest to non-musical school officers the following hints. When you hear the boys sing and the effect is to make your head ache, take it for granted that they are not properly trained as regards *tone*. When you hear them sing *nothing* but tunes every one whistles around the streets, you can be certain that they are not properly trained as regards *tune*. Another hint: the *boys* can sing just as sweetly as the girls, if properly taught; and the quality of the tone would be sweeter. Be as particular to have good musical composition taught as you are to have good school text-books used, and we can ask nothing more in that particular.

F. GILDER, *American Educational Monthly*.

WISCONSIN.—The *Wisconsin Journal of Education* has been suspended for want of support. Assistance from the state was withdrawn, and the other means of support were not adequate alone. This is hardly a step in the right direction. A well-conducted journal devoted to the interests of the common schools is a valuable ally of the teacher, and, for the good it does, well deserves the support of the public.

IOWA.—The Iowa State Teachers' Association met at Oskaloosa, August 22d, and continued in session until Friday noon, the 25th. The attendance was large, and all seemed to be inspired with an earnestness to elevate the schools and extend their blessings. Evening addresses were delivered by the President, Hon. O. Faville; by Prof. W. F. Phelps, of the Minnesota State Normal School; and by Hon. N. Bateman, Superintendent of Public Instruction for Illinois.

Iowa Instructor.

POPE once engaged in an argument on an obscure line in Horace. A young officer observed that a note of interrogation put at the end would make it clear. Pope, little, deformed, and vexed, said: "Do you, sir, know what an interrogatory note is?" "Yes," was the answer, "it is a *little* crooked thing that asks questions!"

AN OLD JOKE IN A NEW DRESS.—

As Pat and a Yankee were taking a walk
To fair Gotham city, one morning in May,
They spied where a rope dangled free in the wind,
From the limb of an oak-tree just over the way.

Then out spoke the Yankee, intent on a joke,
Nor fearing the Irishman's feelings to hurt,
Saying, "Patrick, now where do you suppose you would be,
If that rope over yonder but had its desert?"

But Pat, nothing daunted, as quickly replied,
In a rich Irish brogue just imported from Cork,
"If that illegal rope just had what it *deserves*,
Then *I* should be walking *alone* to New York."

LOCAL INTELLIGENCE.

CHICAGO.—At the last session of the Institute an address was delivered by Rev. W. H. Ryder, D.D., member of the Board of Education, on *The Moral Influence of the Teacher over his Pupils*. The lecturer took the higher view of education, and regarded the teacher as one who moulds the character of the young,—as an educator of men, rather than as an instructor in the studies of the school-room and a disciplinarian of his school. The lecture abounded in good thoughts, illustrated by some happy allusions to the fashions of the day.

The Principals of the Public Schools, some seventeen in number, have formed an association for the purpose of mutual improvement in methods of education and school management, and for the discussion of subjects connected with the cause of education generally. At their last meeting the question of the use of primary text-books, more especially in the studies of Grammar and Geography, was discussed. The result showed an evident inclination in their favor. The Principals, in the order of their schools, preside at the meetings, one upon each evening. Mr. Mahoney, of the Wells School, was chosen Secretary.

At the last meeting of the Board of Education, resolutions were passed testifying the respect of that body for the memory of Flavel Moseley, and their appreciation of him as an educator and a former associate. Mr. Moseley's health had for several years been so feeble that he was compelled to give up his frequent visits to the schools, and two years since he resigned his connection with the

Board. It was only when compelled by imperative necessity that he relinquished his active participation in the management of the schools. Often has he been seen, when so feeble that he was able to support himself for but a few steps, passing among the different schools, encouraging the children and advising the teachers. Very seldom indeed do we find a man whose whole heart beat so warmly in sympathy with the cause of popular education and the elevation and relief of the poor and destitute generally.

In his last will, besides leaving liberal bequests to his relatives, of whom the number was large, Mr. Moseley donated to the Second Presbyterian Church of Chicago the sum of \$10,000, for the support of Sabbath 'ragged' or industrial schools for poor children in the city; \$10,000 to the American Home Missionary Society of New York; \$10,000 to be added to the Moseley Public-School Fund for supplying books to needy children in the public schools of this city; \$10,000 to the Chicago Home of the Friendless; and \$10,000 to the Chicago Orphan Asylum. W.

SPRINGFIELD TEACHERS' INSTITUTE met at the High-School building, Saturday, October 14th, at 9 A.M. Order of exercises as follows: Roll-call; reading Scriptures and prayer by Rev. E. Miller; Remarks by Supt. A. M. Brooks, commending the good, and suggesting improvements in the city schools; Lecture by Mr. Baker, Principal of the High School, on *Disadvantages of the Teacher's Profession*,—a very interesting and instructive discourse: disadvantages so clearly and forcibly stated, and also their remedies, as to impress all present with the truthfulness of the statements. The lecture can scarcely fail to incite teachers to a higher standard in their profession. Next in order, A drill exercise in Reading, conducted by Miss S. Chapin; Essay—subject *Driftings*,—by Miss Cutwright. Recess. Drill exercises: *Punctuation*, by Rev. E. Miller; Recitation and Remarks upon *Geology*, conducted by Mr. A. M. Brooks; Reports of critics.

Institute adjourned at 12 o'clock, to meet the second Saturday in November, the 11th.

REV. WM. M. BAKER, formerly Principal of Quincy High School, which position he resigned in 1862 (being at the time also President of the Illinois State Teachers' Association) to enter the service of the country as Chaplain of the 97th Illinois Infantry, has recently accepted the Principalship of the Springfield High School, at a salary of \$1800. Since his return from the army Mr. Baker has acted as Deputy State Superintendent of Public Instruction, in which position he has proved eminently efficient and acceptable. N.

MR. A. M. GOW is doing good service to the cause of education as a conductor of Institutes. Those who desire his aid at educational meetings can address him at Chicago, care of George & C. W. Sherwood. N.

MR. M. V. B. SHATTUCK, recently Principal of one of the ward schools in Springfield, has received the appointment of Superintendent of Schools in Lacon, and entered upon the duties of the position. N.

ILLINOIS TEACHER.

NOTICES OF BOOKS, ETC.

A COMMON-SCHOOL HISTORY OF THE UNITED STATES; from the earliest to the present time. By Benson J. Lossing. Illustrated by Maps, and over 200 other engravings. New York: Mason Brothers.

A PRIMARY HISTORY OF THE UNITED STATES. For Schools and Families. By Benson J. Lossing. Illustrated with numerous engravings. New York: Mason Brothers.

These books are neatly printed, and in general have an attractive appearance. We regard it as an excellent feature of both books that they have so many maps and other engravings; but we should be glad to have seen them better executed. President Lincoln, as all know, was not a man of remarkable beauty; but we find in these books the worst picture we have ever seen of him. The view given of President Lincoln's residence at Springfield is one impossible to be seen except in these books. We have noticed here and there some looseness in the use of words and in statements. In both books paragraphs or sections are called verses. The President was still General-in-Chief of the forces after the appointment of Grant as Lieutenant-General, though otherwise stated in the first-mentioned of these books. We should have liked better the National forces as the name of our armies than the Nationals.

By the smaller of the two the impression, unless corrected by the teacher, would be left on the minds of the pupils that Fort Hudson was taken before Vicksburg.

We do not see the necessity of such a book as the smaller in the schools, though it may do very well in the family; for we would not set scholars to studying History with a text-book until they could with profit take up the larger book.

In the smaller book the writer, in his attempts to put things so that they may be understood by children, has made childish statements. The larger book, on the whole, seems very well adapted to the place it is meant to fill. The author has succeeded in making it an interesting book, which is a great deal in its favor; and he has done this usually by telling just what the student ought to know. The book is better than any of the kind we have ever seen before.

PREPARATORY LATIN PROSE BOOK; containing all the Latin Prose necessary for entering College. With references to Harkness's and Andrews and Stoddard's Latin Grammars, etc. Boston: Crosby & Ainsworth.

This book, first published only four years ago, has already passed through thirteen editions, and received two appendices, besides an addition of easy sentences at the beginning,—sufficient proofs of the popularity of the book, and of the purpose of Mr. Hanson to make it *the book* in Latin prose for those fitting for College.

This last edition comes to us with references to Harkness's Latin Grammar (the best Grammar of the Latin language, we have no hesitation in saying, ever published for beginners), in stead of references to Kühner's, which is not much used. It would certainly be an advantage if the various additions were combined with the body of the work; and we suspect that almost all teachers would find the work as useful if the Letters of Cicero were omitted.

Mr. Hanson promises soon a Book of Latin Poetry: we hope he may be as successful in the compilation of this as in the Latin Prose.

JONATHAN MARTIN.

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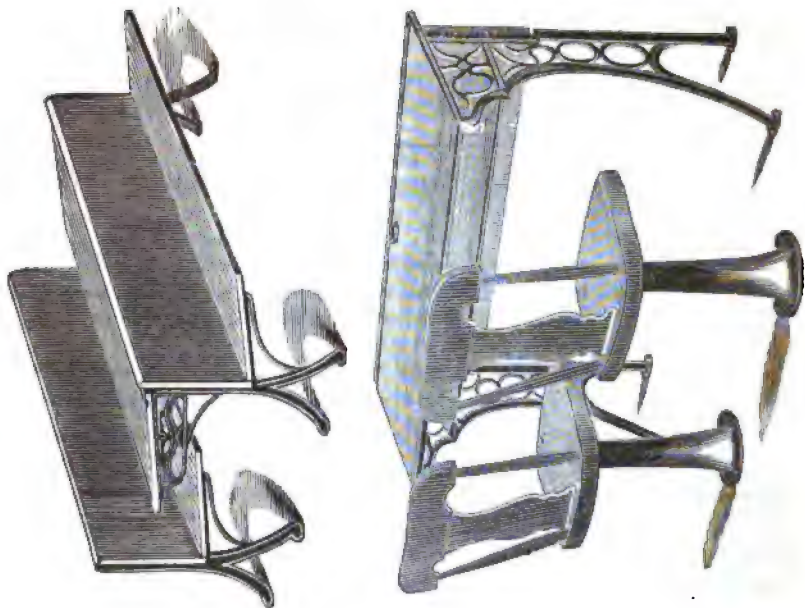
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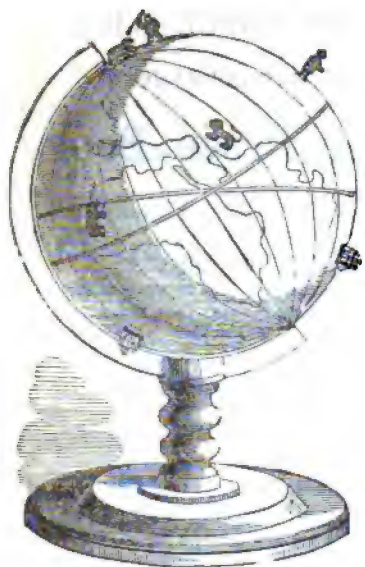
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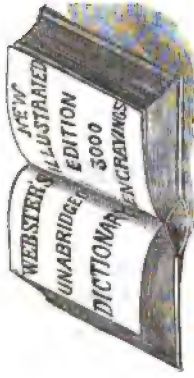
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DEVOTED TO

Education, Science, and Free Schools.

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THE TEACHER'S PROFESSION.*

BY T. J. BURRILL.

IT seems to have been a decree of fate that, as a formal opening of our intended monthly association, I should inflict upon you something in the shape of a eulogy upon our profession. Trusting that you would bear the infliction with becoming heroism, I put forth my efforts. I have conjured with the names of the past, and called up the spirits of the present, obtaining, it may be thought, some wonderful developments. I have hastily surveyed the history of culture, and, citing those examples which most readily occurred to me as illustrative of the wealth and worth which have been consecrated to the interests of our fraternity and the advancement of the educational cause, have written; and whatever the result, however fragmentary and desultory, however barren and uncouth, however dull and uninteresting, I assure you the task has not been an unpleasant one.

There is, indeed, for the teacher much food for pleasant thought. For one who enters with a proper spirit upon his work; who earnestly and sincerely labors, that good may be accomplished, rather than drag through the monotonous round, as it must be to him, of school duties simply for the mere pittance which he receives as a salary; one who, having assumed the name of teacher, assumes also the teacher's responsibility; who enters upon his work with a just conception of his high vocation; who rises above the petty annoyances of the school-room, contemplates the dignity of his calling in the grandeur of its reality, who sees man elevated, raised by his and his fellow laborers' influence from the degenerate depths of barbarism, reached through centuries of superstition to the exalted position assigned him by the

* Read before the Champaign County Teachers' Association, October 28th, 1865.

Creator, when He fashioned him in his own image and likeness;—for such a one there must be an exhaustless fountain of meditative joy. Would that we might draw more copious draughts from this fountain, until it should become as a well of living water springing up continually. Then should our enthusiasm be stimulated, our devotion strengthened, and we, raised above the vexatious trials which so often beset us, would be led to engage with a hearty, cheerful energy every faculty of our being in the noble work upon which we have entered.

Now permit me for a few moments to call your attention to that which, as it seems to us, is calculated to inspire our hearts, and exalt our appreciation of the pedagogic profession. Go back with me, if you please, by the meandering path of history, till we reach those ancient but ever-enduring ages, and find ourselves among that illustrious people who, twenty-three hundred years ago, climbed to the summit of that intellectual mount from whose serene height they looked down upon all other nations, toiling and struggling up the steep ascent, but unable to reach their lofty eminence. Here, among this people, the preëminent scholars, the profound philosophers and sages, the historic Grecians, originated, we may say, the idea of systematic instruction. Here the renowned sophists imparted their mystical lore, making the gymnasia of Greece the intellectual foci of the world. Here taught the immortal Socrates, who, though wandering about the streets poorly clad, bare-headed and bare-footed, his name a by-word among the ignorant, and he himself finally a martyr to his excellence and purity, did more by his humble teaching for his country and for the world than all the princely monarchs of ancient or modern times. Here, too, in the Queen of cities, was Plato's Academy, and Aristotle's Lyceum, both of which are well worthy of their time-honored reputation, and whose influence we of to-day must acknowledge in admiration and gratitude. Leaving Athens, we find Lycurgus training the Spartans until they become the heroes of the world; and Pythagoras in Magna Græcia instructing his chosen band of three hundred pupils, who, handing his name and precepts down from generation to generation, cherish them both in fond remembrance for centuries. And what these did for Greece, Cicero, Quintilian, and Pliny the Younger, afterward did for Rome. Who can estimate their influence, or determine their share in the glory of those ancient republics! Their fame shall be known and their praises sung so long as man is man, struggling for that perfection which comes only by unremitting intellectual labor. And if we can claim such names as these, to head the long roll of educational laborers, how degenerate must we be, if, after

two thousand years of culture, there is now no honor or glory left in the profession! How degenerate, I say, is the world, if in that whose whole tendency is to raise, exalt and dignify man, we are found wanting, or unworthy of these illustrious examples!

But such is not the case. Though those heroic personages exerted such an untold influence upon the world, yet since their death the sun of progress has risen as proudly to his course as it ever did before, and humanity has often rejoiced in the genial glow of his benignant rays. It is true that for a time the sable curtains seemed drawn over the earth, shutting out its healthful light, and leaving all Europe to grope for ages in intellectual darkness and moral stupor; but again the magic influence of master minds, devoting themselves assiduously to the cause of popular instruction, records itself upon the illumined page of history. The princely Charlemagne, holding in one hand the regal sceptre of half of Europe, and in the other a decree of liberal culture to all his subjects, stretches them forth toward the heavens, and the gathering clouds are broken.

"The noble Alfred, king to justice dear,
Lord of the harp and liberating spear,"

sends his proclamation of universal education throughout his island home, and Britain takes her first step toward her present and future glory.

But kings and princes have not done much for the cause of humanity. Men born in obscurity, without means, without power, without influence, known to none save for their zeal in promoting the interests and welfare of their fellow men,—these are they who have added new lustre to the race, and have inaugurated new eras in the course of its development. Such in the eleventh century were Roscelinnus and Abelard; and at a later time, Duns Scotus, Aquinas, Erasmus, and Melancthon. Such, too, though not so strictly confined to pedagogic labors, was Martin Luther, the indomitable hero of the Protestant Reformation. Such again were Sturm and Cominius, and, I say it with admiration and emphasis, such was Pestalozzi. O restless teacher, weary of your task, burdened with its care, discouraged with its trials, disheartened with its pay, go learn of the Swiss peasant, and sigh no more! Read, permit yourself but a spark of that enthusiastic fire which kindled in his breast and grew warmer and warmer for eighty-one years, and it will animate you with new life, and thrill you with pleasure in your professional labors. Here is a faucet in our fountain from which we may ever draw, and from which we may take the purest draughts. Let us drink long and deep, and, thirsting again, let us return and drink, till, in the fullness of our souls, we shall rise up and bless the name of Pestalozzi.

Go with me again to the British Isles, and select from the record of illustrious ones the names of Roger Ascham, the able teacher in the courts of Queen Elizabeth; John Knox, the Scottish Reformer, who stoutly and unceasingly advocated the establishment and maintenance of schools in each parish for all the children of the parish; of Robert Raikes, the founder of Sunday Schools, who labored heroically for the good of the youth of his day; and finally of Thomas Arnold, Grand Master of Rugby Schools,—a name dear to every lover of humanity, and doubly dear to every one who, by his own labor, seeks to develop mind, that it may exhibit the true value of its moral grandeur. To him also let us turn in the times of our discouragement, and baptize ourselves anew in the fountains of his professional ardor.

And now, animated at the prospects before us, cheered and strengthened by bright anticipations, our every impulse quickened, our hearts throbbing with encouragement, we leap the Atlantic Ocean at a bound and feast upon the richness in store for us at home. America's treasures have been full to overflowing for us ever since the Pilgrim Fathers voted the first thousand dollars, in 1636, for school purposes. Hardly had they provided shelters for themselves when the church and the school-house dotted the Atlantic's rocky shores as a prophecy of the future intellectual and moral culture throughout the land. Verily has the prediction been realized. From that day to this, there has been a gathering-together of the legions, a marshaling of the hosts, and a moving of the squadrons; ever mustering, ever marching, subduing obstacles, moving without drum or bugle's blast right on to victory, to conquest and to conquer, at all times, every where. No gorgeous ensign has been unfurled, no trumpet heralded the advance, no pomp of pageantry attended the triumphs; yet the soldiers have been as valiant and the heroes as gallant as ever formed in ranks of war. Need I more than cite to such names as Harvard, Dwight, Noah Webster, Olmsted, Page, Emerson, Horace Mann?—heroes indeed! who need no monumental spire whose towering top shall pierce the clouds to tell posterity their fame, but whose memories, descending from generation to generation, shall grow fresher and greener as time rolls its ceaseless round. And to-day the ranks are fuller, and moving forward more proudly, than ever before. And where in the wide world can be found a more heroic band—warriors more zealous? yet they hold not their gory hands, crimsoned in the blood of their fellow men, as tokens of their valor, but carry every where the olive-branch of peace. Long may it be borne; and when, at length, they shall have passed away, may a grateful posterity hallow their names, pure as the white stone that shall mark their resting-place, and lasting as the ages themselves.

Thus have I in hasty review recalled to your minds a few of the leading personages connected with our profession. They stand before the world as its benefactors, as types of all that is noble and good, and as examples of that high life which we believe humanity, fallen, depraved and degenerated as it is, is yet capable of assuming in this sin-accursed world.

Each one of these great teachers has been an inestimable blessing to mankind : God has given them to us as tokens of his own mercy and goodness, and as agents for bringing, in his own appointed way, his children nearer unto himself. This is the glorious commission which they have borne, and this is the glorious commission of the teacher every where. They have unrolled theirs to the world, and said to the millions 'come up higher', and their voices have been obeyed. We ourselves have hastened to do their bidding, and now, though but a little way up, are to repeat the encouraging invitation, and send it in gratitude and love down, down, till the lowest of earth's caverns and her most hidden recesses shall echo and reverberate the glad tidings of universal emancipation from the bonds of ignorance and iniquity. Is not this a work worthy of us and of our holiest purposes? worthy of our devotions and, I may add, worthy of our pride? Let us be worthy of it. Let us make those illustrious teachers who have lived and still live our examples, and follow in their footsteps with becoming energy and earnestness. *They* have written their names upon the scroll of fame, and are acknowledged leaders in the grand march of humanity toward final perfection. *We* are humble and obscure, yet may justly claim a share in their glory. Making them our guide, emulating their virtues, inspiring their zeal, we labor to the same end, for the same cause, and will accomplish, in proportion to our power, the same result.

We may even console ourselves that we are obscure and lowly ; for then our work must be with the obscure, the lowly, and the needy. Education henceforth, and especially in our own land, is to be no longer a luxury, obtained only by the rich and the favored, but is to be the common possession of all — the rich and the poor, the high and the low, the exalted and the degraded,— as common as God's sunshine which he pours out upon the face of the earth to bless alike all classes of his creatures.

We may rejoice, too, that we live in such a land, in such an age. We are great in our opportunities. No where in any other country have been showered down such treasures of wealth and beauty with so large and generous a hand. The frozen North gives up his jewels, and the sunny South yields her balmy fragrance for the good and hap-

piness of man. Upon the shores of either ocean rise cities of magnificence and villages of beauty, while between them lies the blooming luxuriance of the prairies. The sun himself looks down from his mid-day throne and smiles benignantly upon our land. 'Nature has o'er-done nature's self', and America, clasped in the embrace of the seas, wears upon her broad brow the diadem of the world.

But what signifies all this wealth, this magnificence in nature, if the ships bring to our wharves nothing but thieves and robbers, and railroads people our land with cowards, ignoramuses, and fools?

It is man after all, man in his higher and better character, man in his intellectual and moral strength, man, cultivated, refined, dignified, *educated man*, that gives wealth and worth to our country. And to-day let us exult that our fortune is as large as it is; but let us see to it that the wealth which we have inherited is not lightly squandered away. Let us put our money to the exchangers, that, when our time shall come, we may render up our full account with usury, and hear the welcome proclamation 'Enter thou into the joys of thy Lord'.

We who, to-day, perform our part on the stage of life must soon pass away, and others will take our places. The children of to-day will be the men and women of to-morrow. What sort of men and women shall these be? Shall they be worthy of the name, or shall they sink in disgrace into the cess-pools of ignorance and vice? As an answer to these questions, I turn to our Christian influences and our common schools. Educate these children, teach them to *think* intelligently, instill into their minds the principles of virtue and morality, and they will be a blessing to themselves and to the world; neglect it, and they will be its terror and its curse. "Virtue needs a teacher, vice comes of itself." Inspire the young heart with the former, and you will kindle a fire that shall shine when the sun himself has fled from his course, and the 'moon, pale and tremulous, has sunk beneath the western wave' to rise no more.

Throw wide open the doors of our school-houses, gather in the rising generation of all grades and conditions, infuse into the teachers the true spirit of their high vocation, and our common-school system shall yet become, in the language of another, "a fabric which time itself shall grieve to wear away—the tie of Christian charity, the message of brotherly love, the divine evangel that, in the better, purer, happier hours of life, speaks from heart to heart, from soul to soul, from listening guardian seraphim to seraphim, 'Peace on earth and good will toward men'."

Do you say this is all rhetoric, the glowing language of a Utopian dream? I grant you there is something of the ideal here, that the

practical side of the picture has not quite so much sunshine in it; but I ask you to remember that we live in a world of imperfections. Our fine theories are often sadly notched and torn when reduced to the real affairs of life; but are we sure which is wrong? Let us not make haste to condemn the ideal because the real does not seem to bear it out. In our short-sightedness, we may not see between the two the existing harmony. It is, perhaps, hard to imagine that the slow progress made by the dull routine of school duties should at length be productive of such glorious results. But whoever denies the *fact* because the progress is slow denies the great principle which rules the universe. God is always slow when he wishes to accomplish any thing great. Christianity itself, with its legions of heroes, armed with the eternal truth of the Omnipotent Jehovah, has been eighteen hundred years reclaiming, redeeming the world; and still its work is not done, yet by faith we see the final grandeur of its consummation. Can not we, too, afford to wait? Yet negatively we need not wait. What terrible testimony has just been given us! Why all this mourning throughout the land, these halt and maimed, these desolate hearthstones, these widows' tears and orphans' wailings? Let the answer be what it may; but, when speculation has exhausted itself upon the cause of the fratricidal war, I point to the significant fact that the southern soldiery could not sign their names to the muster-rolls. And now if we do not attend to this matter, if we do not, in our strength, rise up as teachers, blood will again deluge our land, and the cannon roar out in thunder tones, *Go forth and educate this people*. Light up their minds with gospel truth and a common intelligence, or conflagrations will light up the land and anarchy make wild sport in the lurid flames of blazing homes. Ah! no, let us go on. Let us labor faithfully, earnestly, conscientiously, remembering that our reward will surely come. Let us suffer if it be suffering, but let us go on.

STUDY YOUR PROFESSION.—It is not alone the energy that wields the spade or holds the plow that insures success. The culture of the mind must go hand in hand with the culture of the soil. The relations of science to the farmer's calling are intimate. Good books are aids in the attainment of knowledge, but never pin your faith on the *ipse dixit* of any individual — think, experiment, and judge for yourself.

THE strongest plume in wisdom's pinion
Is the memory of past folly.

COLUMBER.

EXCUSES FOR MUSIC.

Music hath charms to soothe the savage breast.

In every place large enough to support a music-teacher, frequent petitions in relation to this artist are addressed to the heads of the departments: "Mr. Pestalozzi, may I be excused at 3 o'clock to take my music-lesson?" is the usual form of the request, generally verbal, though some times stamped with the written authority of a maternal hand. What shall be done? The kind heart of the pedagogue dislikes to refuse, and yet a sense of duty decides against the practice.

Now we yield to none in our appreciation of this divine enjoyment; with Dr. Holland, we believe that 'music is a creature of the skies', and with Shakspeare, 'he that is not moved with concord of sweet sounds is fit for treason, stratagems, and spoils',—and yet, after all, when school and piano come in collision, school invariably receives our preference; and for this reason: few of the pupils in our public schools have any portion of the six hours to spare, without withdrawing attention needed for the acquisition of a substantial English education. Besides, a large number of these maidens who thus desire to exchange the fingering of their text-books for the fingering of the keys have no vocal or instrumental ear, and, after spending time of school and time out of school all the years of girlhood in drumming on a Chickering, a year or two of married life amidst the cares of a household, and the 'Marches' and 'Italian songs' are never taken from the corner. She practiced simply to please her mother, any how; and the big square instrument henceforth will stand in the parlor for occasional young company, or until her eldest daughter, Anna Matilda, is old enough to go through the same dubious process. Meanwhile the conversations of the household are tinctured with divers barbarisms which a proper knowledge of Gould Brown might correct; and little Johnny, being of an inquiring mind, is continually asking the reason of things which a slight acquaintance with Natural Philosophy could readily answer. Music, however, had called our heroine from school about the time these lessons should have been prepared or recited, and hence the lady, at the present writing, has neither the skill of Thalberg nor the science of Agassiz.

When parents insist on leave of absence for their hopefuls at certain hours, the demand must doubtless be met. This prerogative may, however, be materially limited by the teacher's suspending the privilege whenever the pupil's deportment or diligence proves unsatisfactory.

[The California Censusman has had a series of adventures. Hear him, as he speaks for himself in the *California Teacher* :]

ADVENTURES OF A CENSUS MARSHAL.

BY ALLAQUIE.

ON reading in the morning papers of my appointment as Marshal of the school census, I commenced to look about me from the lofty position I had attained, and surveyed with the eye of a patriot my chances to be honest in the discharge of my duties. I found that, while I might cheat the Board of Education out of thousands of dollars, I could not, by any means, put a cent more than my salary into my own pocket. Modesty forbids an allusion to the integrity of my resolves, after I had thoroughly convinced myself that such was the case.

Gov. Low and Mr. J. C. Pelton — two gentlemen who, like myself, at the time, were in office — are particularly anxious about certain children between the ages of four and eighteen years; and they requested me to visit the mothers thereof, in *propria persona*, or *Anglice*, 'proper person'.

Now, whether this proper person refers to myself or the mothers, I do n't know. I would scarcely, however, apply the epithet of 'proper' to the persons of some of the matrons I met in my rounds — especially those who closed their doors in my face, and shook their fists at me through their windows, or threatened me with hot suds, for taxing — as they remarked politico-economically — the production of children, and thus cutting off the supply.

I found it vain to be facetious with such people. I assured them that the state had passed no law against having children; that our legislature believed the more the marry-er. I thought a poor joke would do for poor people; but they did not laugh at this one then any more than the reader does now.

I commenced my labors in a remote part of the city, thinking to use my experience, and the facility which generally follows in its train, on the quarters of denser population.

At the first house, the lady announced that she was the mother of nine children. Thinking to myself that the work began well, I had stammered through the legal questions, and written down the answers in the most exact manner. As I was turning to go, the mother remarked, incidentally, that four of her nine children were dead. Now what was I to do with the dead children?

Very much to my relief, I learned from headquarters that I had nothing at all to do with them; for I was repeatedly entertained with long lists of corpses.

Let not the careless reader think that I did not some times see something besides stupidity in the mother whose affectionate remembrance of the dead caused her to enumerate them with the living.

One day I called at a house from which one of its inmates had just been borne away for ever.

"How many children have you, Madam?"

"Three — no, two!" and she burst into tears.

Time had had no chance to bridge over the chasm in the mother's heart; and, walking for a moment in forgetfulness on the brink, she had fallen into its depths of grief.

If we can not hope much for the Mongolians of our city, they certainly hope enough for themselves. In fact, I may set down the Chinese ladies of San Francisco as the most hopeful class of people I ever went amongst. They always invited me to come around next year, stating invariably, as an inducement, that they would then have more China babies.

Disputes often occurred between husband and wife as to the ages and numbers of their offspring. The wife some times contended that, though she had given in a correct report of hers, the husband had more children than he had accounted for. In this instance the husband generally explained that he was unaware of the whereabouts of his progeny — which seemed to satisfy the wife, as per force it did me.

But imagine my embarrassment when a lady of Irish extraction told me that she had four children, and her husband said she had 'nary one'. He had been married to her for fifteen years and was impressed with the idea that he ought to know.

They both persisted in their assertions; but neither side would show any proofs. How was I to decide between them? Solomon was a wise man; but no sword-and-baby business would have answered in this case — especially as I saw no sword or children either to appeal to.

I did what, in my humble opinion, was wiser, and had more human nature in it than any thing recorded of Solomon — I appealed to the neighbors. And I may here make a general remark that, during my experience as a marshal, I invariably found the neighbors better authority on any family matter (not concerning themselves) than the husband, or wife, or any body else, who ought to know.

The neighbors all pronounced themselves in favor of the no-children side of the question. They had seen marked indications of insan-

ity in both parties to the dispute; but had never seen or heard any indications of children. The testimony was too strong against the woman; and I was obliged to decide, her impressions to the contrary notwithstanding, that she had never been a mother.

On one occasion I asked a man whether he had any children.

"I do n't know," was his answer.

"If you do n't, who does?" exclaimed I, bewildered.

The man looked uneasy.

The pause ensuing was broken, at last, by a voice which any one would recognize as that of a young baby.

"There! what's that?" I asked.

"Wait, I will go and see."

Before the door shut on him I caught a glimpse of several mysterious old women, who were rushing around somewhat excitedly in the next room.

Returning, the new father said he believed he *had* one child.

"Is it a boy or girl?"

"I do n't know; but I'll —"

"Never mind," said I, taking my departure.

And thus daily, the work went nobly on — the school census, I mean.

It is finished now for this year; but there is a peculiarity in the climate of California which warrants me in the assertion that, in this state, no census will stay taken. In two houses in succession I found three pairs of twins. As Blinkey Brown says, in the play, "There's nothing like it."

PRONUNCIATION OF GEOGRAPHICAL NAMES.

THERE is scarcely any department of school instruction in which there is less accuracy, or a feebler attempt to be accurate, on the part of teachers, than this. The shocking mispronunciations which we may hear almost any day, and in almost any school-room, are really scandalous, and are a positive disgrace to the fraternity of teachers. In times past, there was some excuse for this defect; for the books giving instruction on this subject were few, and not easily accessible to the majority of common-school teachers. This excuse no longer exists. Every school-room should be furnished with one or more copies of Lippincott's Gazetteer, and one or more copies of Webster's

New Dictionary, or Worcester's, or both. If the School Directors are not sufficiently alive to the best interests of the schools under their charge to furnish the above-named books without prompting, no 'live' teacher, possessed of the tact and ingenuity necessary to constitute such a teacher, will be long in devising some means by which they can be obtained. Once furnished with these reference-books, nothing more except study, care, and perseverance, is requisite to secure a *good degree* of accuracy in this long-neglected particular.

But, even without these helps, the teacher has little excuse. There are several of our Common-School Geographies—among the best is Sherwood's Key, more fully noticed in another place—which give very full, and very tolerable, instruction in this matter. The difficulty seems to be that teachers are not enough impressed with its importance. Their ears are not offended by the wretched barbarisms they daily hear from the lips of their pupils, and often from their own.

I know it is difficult some times to represent a foreign pronunciation to our eyes, or to produce it with our untrained vocal organs. But the cases, I think, are few where this difficulty will not, in the main, vanish, if such care and pains are taken as that energetic teacher will take who feels that he *must succeed*. It is some times difficult, also, to decide whether we ought to attempt to give the foreign pronunciation, or to Anglicize the word. The proper rule in such cases is this,—if the name belongs to a place or thing of sufficient importance to be no longer considered the special property of any one nation, but to belong to the world; or if the name is so often used by English-speaking people as to be considered a part of their language, we should Anglicize its pronunciation. Hence, we say Par'is, Ber'lin, Ri'o, and Cal'is, and do not attempt to say Pâ'ree', Berleen', Ree'ô, Câlä', etc. In such a case, however, the whole name should be Anglicized, if a part is. Ree'ô Grand, for instance, is neither one thing nor another,—it is a mongrel. For more on this subject, read carefully Lippincott, or Webster's New Dictionary. Fellow teachers, shall we have a reform in this matter, or shall we go on *shamelessly*, as we have done?

H.

BANISH all books at recitation except in reading. Ask two questions out of the book for every one in it. Be sure that every scholar can repeat and answer every question asked before dismissed from the class. Call on scholars promiscuously. Let them question the teacher, and each other. Keep every eye fixed and every mind active. Do not usually sit before a class. The class must see the teacher enthusiastic. Be quick—be precise—be in earnest.

THE JOLLY OLD PEDAGOGUE.

—
T was a jolly old pedagogue, long ago,
Tall and slender and sallow and dry;
His form was bent and his gait was slow,
His long thin hair was as white as snow,
But a wonderful twinkle shone in his eye;
And he sung every night, as he went to bed,
"Let us be happy down here below;
The living should live, though the dead be dead,"
Said the jolly old pedagogue, long ago.

He taught his scholars the rule-of-three,
Writing, and reading, and history, too;
He took the little ones up on his knee,
For a kind old heart in his breast had he,
And the wants of the littlest child he knew.
"Learn while you are young," he often said,
"There's much to enjoy, down here below;
Life for the living, and rest for the dead,"
Said the jolly old pedagogue, long ago.

With the stupidest boys he was kind and cool,
Speaking only in gentle tones;
The rod was hardly known in his school;
Whipping, to him, was a barbarous rule,
And too hard work for his poor old bones;
Besides, it was painful, he some times said,
"We should make life pleasant here below;
The living need charity more than the dead,"
Said the jolly old pedagogue, long ago.

He lived in the house by the hawthorn lane,
With roses and woodbine over the door;
His rooms were quiet, and neat, and plain,
But a spirit of comfort there held reign
And made him forget he was old and poor;
"I need so little," he often said;
"And my friends and relations here below
Won't litigate over me when I am dead,"
Said the jolly old pedagogue, long ago.

But the pleasantest times he had, of all,
Were the sociable hours he used to pass
With his chair tipped back to a neighbor's wall,
Making an unceremonious call,
Over a pipe and a friendly glass;
This was the finest pleasure, he said,

Of the many he tasted, here below ;
 "Who has no cronies had better be dead,"
 Said the jolly old pedagogue, long ago.

Then the jolly old pedagogue's wrinkled face
 Melted all over in sunshiny smiles ;
 He stirred his glass, with an old-school grace,
 Chuckled, and sipped, and prated apace,
 Till the house became merry from cellar to tiles.
 "I'm a pretty old man," he gently said,
 "I have lingered a long time, here below ;
 But my heart is fresh, if my youth is dead,"
 Said the jolly old pedagogue, long ago.

He smoked his pipe in the balmy air,
 Every night when the sun went down,
 While the soft wind played in his silvery hair,
 Leaving its tenderest kisses there,
 On the jolly old pedagogue's jolly old crown ;
 And feeling the kisses, he smiled and said
 "T was a glorious world down here below ;
 "Why wait for happiness till we are dead ?"
 Said the jolly old pedagogue, long ago.

He sat at his door one mid-summer night,
 After the sun had sunk in the west,
 And the lingering beams of the golden light
 Made his kindly old face look warm and bright,
 While the odorous night-wind whispered "rest !"
 Gently, gently he bowed his head ;
 There were angels waiting for him, I know ;
 He was sure of his happiness, living or dead,
 This jolly old pedagogue, long ago !

FALLACIES OF TEXT-BOOKS.—No. III.

In this article we propose to pay our respects to Arithmetics only. And the first criticism is, that few or none of them present the subject as a *science*. In Geometry and Algebra, a few acknowledged principles and definitions are taken as a foundation, and the whole science is built upon them, by a series of rigid demonstrations. Why should not the same thing be done in Arithmetic? We believe that when the subjects of *making*, *naming* and *writing* numbers are properly and philosophically presented, the entire science will grow from this foundation as the above-named sciences grow from the ax-

ioms and definitions. Arithmetic will resemble, in this way, an organism,—a tree, for instance. On the contrary, as it is often presented, with its ‘thousand and one’ *Rules* and its multitude of *cases* under each, it rather resembles a bundle of dry sticks.

To leave general for particular criticisms,—how lucid is the statement that “numbers increase from right to left in a ten-fold ratio”! How clear this must be to a child, especially when we reflect that he must study over some two hundred pages before he is told what ratio is! Why not tell him that, in the decimal system of notation, when moved one place to the left, a figure expresses ten times as much as before?

In many of our books, the distinction between figures and the numbers they represent is constantly obliterated. The pupil is told to add, subtract, multiply and divide *figures*; as though the author had forgotten that figures are only marks; and these operations are never performed on *marks*. We believe this to be a very fruitful source of confusion and error. As well teach my pupil in Grammar that the chair I sit in is a *noun*. Other inaccuracies occur on almost every page of some books which are very good in many other respects. The following statement represents one of the most common. The pupil is told that *ten is ten times greater than one*. Ten times *what*, greater? Surely, not ten times the first value,—that is one,—greater. It is but *nine* times that quantity, greater. The writer means *ten times as great*. The expression *ten times less*, for *one-tenth as much*, is still worse.

The definition of Ratio strikes us as being often very unfortunate. We remember one book which says, “Ratio is the relation that one quantity bears to another.” Now, I may be a quantity, and my father may be another quantity, and there is a relation between us; but I submit that that relation is not ratio. The expression is but little improved when the words ‘expressed by division’ are added. Very few pupils, we judge, get any *lively* idea from this statement. Why not say that *Ratio is the part that one quantity is of another*?

We will only add a criticism or two on the subject of Extracting Roots. Many of our books speak of *demonstrating* the rules for the roots by diagrams and blocks. It is true that these may help us to understand how the side of a square or the edge of a cube is found from the given contents; but will they *demonstrate* the general method of finding one of two or three equal factors, whatever they may be, the product being given? We do not object to the use of these things, if one finds any help from them; but we like to have things called by their right names. Such a use is an *illustration* of

the process, not a *demonstration*. The simple truth is, that Algebra alone will give us the demonstration.

Again, we are told that we strike off periods of two or three figures each from the right, *to find how many figures there will be in the root*. Now, who ever counts his period to find how many there are? What good would it do him to know? Will his process differ, whether there be three or thirty? The fact is, that we strike off figures in this way until we can recognize the greatest square, or cube, in the portion that remains. And, if I know that the cube of 12 is 1728, and, in an example in cube root, the four left-hand figures are 1973, I shall stop when I have struck off all but those four, however many or few I have pointed off already, and write 12 in the root, and 1728 under 1973.

Why can we not have more *thought* and less *rule* in Arithmetic?

H.

THE EDUCATION REQUISITE FOR THE PEOPLE.—The education required for the people is that which will give them the full command of every faculty, both of mind and of body; which will call into play their powers of observation and reflection; which will make thinking and reasonable beings of the mere creatures of impulse, prejudice, and passion; that which in a *moral* sense will give them objects of pursuit and habits of conduct favorable to their own happiness, and to that of the community of which they will form a part; which, by multiplying the means of rational and intellectual enjoyment, will diminish the temptations of vice and sensuality; which, in the social relations of life, and as connected with objects of legislation, will teach them the identity of the individual with the general interest; that which, in the physical sciences,—especially those of chemistry and mechanics,—will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demi-gods of antiquity. All this, and more, should be embraced in that scheme of education which would be worthy of statesmen or of a great nation to receive; and the time is near at hand when the attainment of an object thus comprehensive in its character, and leading to results the practical benefits of which it is impossible for even the imagination to exaggerate, will not be considered a Utopian scheme.

Westminster Review.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"595 West-Washington St., Chicago."

SOLUTIONS.—13. The stick of timber forms the frustum of a pyramid. The entire pyramid would be 40 feet long. A pyramid 20 ft. long with base 6 inches square contains $1\frac{1}{2}$ solid feet. $2\frac{1}{2}$ solid feet will be the contents of a pyramid extending sufficiently far beyond the smaller end of the frustum to inclose the required solid foot. Then if H represents the height of this pyramid, we have, by similar solids, $1\frac{1}{2} : 2\frac{1}{2} :: 20^3 : H^3$. $\therefore H = 23.3921 + \text{ft.}$; $23.3921 - 20 = 3.3921 \text{ ft.}$ as the length of the piece to be cut off. O. S. W.

16. At the end of 4 years the flock will number 4000; at the end of 8 years, 8000; at the end of 12 years, 16000, etc. The increase is, then, geometrical. Put $2000 = a$, $4000 = l$, $5 = n$; a , l and n representing, respectively, the first term, the last term, and the number of terms, in an increasing geometrical series. Then, since $l = ar^{n-1}$, $r = \sqrt[n-1]{\frac{l}{a}} = \sqrt[4]{2} = 1.18920684 +$. Hence the series, in nearest possible whole numbers, is 2000, 2378, 2829, 3364, 4000. 3364 is the answer required. O. S. W.

16. In order to make the solution general, let us put $a = 2000$, $b = 2$, $n = 4$, $m = 3$; and let $r = \text{yearly rate of increase of the flock}$.

Then $a(1+r)$ = number he should have had at the end of 1 year,
 $a(1+r)^2 =$ " " " " 2 years,
 $a(1+r)^3 =$ " " " " 3 "
 $a(1+r)^n =$ " " " " n "

Therefore, by the problem, $a(1+r)^n = ba$, or $(1+r)^n = b$. Whence, $(1+r) = \sqrt[n]{b}$. $a(1+r)^m = ab^{\frac{m}{n}} =$ number he should receive at the end of m years. Restoring the numbers, $2000 \times 2^{\frac{3}{4}} =$ number of sheep he should receive at the end of 3 years. $\log 2 = 0.301030$; $0.301030 \times \frac{3}{4} = 0.2257725$. $0.2257725 = \log 1.68179$; $1.68179 \times 2000 = 3363.58$. Therefore he should receive 3363 sheep at the end of 3 yrs.

ARTEMAS MARTIN.

17. Suppose x sheep eat as much as 1 ox, and y sheep eat as much as 1 cow. Let $z = \text{weekly rent of the pasture}$. Then, during the first 3 weeks C's 12 oxen will eat as much as $12x$ sheep, and B's 14 cows will eat as much as $14y$ sheep. Therefore, as $(12x + 14y + 15) : z ::$

$15 : \frac{15z}{12x+14y+15} = \text{sum A must pay weekly during first 3 weeks.}$
 During the next 2 weeks A's weekly pasturing will be the same as for $(10y+15)$ sheep; B's will be the same as for $(6x+14y)$ sheep; and C's will be the same as for $(12x+13)$ sheep.

Hence, as $(18x+24y+28) : z :: (6x+14y) : \frac{z(6x+14y)}{18x+24y+28} = \text{sum}$
 B must pay per week during the next 2 weeks. During the last 2 weeks A's pasturing will amount to the same as for $(4x+10y+15)$ sheep; B's will amount to the same as for $(6x+14y+25)$ sheep; and C's will amount to the same as for $(12x+18y+13)$ sheep. Therefore, as $(22x+42y+53) : z :: (12x+18y+13) : \frac{z(12x+18y+13)}{22x+42y+53} = \text{sum C must pay per week for the last 2 weeks.}$

We now have the following equations: $\frac{15z}{12x+14y+15} = 20 \dots [1]$,
 $\frac{z(6x+14y)}{18x+24y+28} = 26.4 \dots [2]$, and $\frac{z(12x+18y+13)}{22x+42y+53} = 32 \dots [3]$.
 From [1] we find $z = \frac{4(12x+14y+15)}{3} \dots [4]$; from [2], $z = \frac{132(9x+12y+14)}{5(3x+7y)} \dots [5]$; from [3], $z = \frac{32(22x+42y+53)}{12x+18y+13} \dots [6]$.

Equating these expressions for the value of z , we have

$\frac{12x+14y+15}{3} = \frac{33(9x+12y+14)}{5(3x+7y)} \dots [7]$, and $\frac{12x+14y+15}{3} = \frac{8(22x+42y+53)}{12x+18y+13} \dots [8]$. Clearing [7] and [8] of fractions, uniting like terms, etc., we get $180x^2+630xy+490y^2-666x-663y=1386 \dots [9]$, and $144x^2+884xy+252y^2-192x-556y=1077 \dots [10]$. Subtracting 18 times [9] from 35 times [10], we obtain $1800x^2+2100xy+5268x-7526y=12747 \dots [11]$. Whence,
 $y = \frac{12747-5268x-1800x^2}{2100x-7526} \dots [12]$. Substituting this value of y in [10] and reducing, we finally have $1879800x^3+22397799x^2-65155742x=-2568188 \dots [13]$. Whence, $x=2$. Substituting in [12], $y=1\frac{1}{2}$. Therefore, 1 ox eats as much as 2 sheep, and 1 cow eats as much as $1\frac{1}{2}$ sheep; or, 2 cows eat as much as 3 sheep.

Substituting the values of x and y in [4], we find $z=80$ dollars, = weekly rent of the pasture. Now as $60:80::21:28$, = number of dollars B must pay per week for the first 3 weeks; and as $60:80::24:32$, = number of dollars C must pay per week for the first 3 weeks.

$20 \times 3 = \$60 = \text{sum A must pay for his first 3 weeks' pasturing;}$

$28 \times 3 = \$84 = \text{ " B " " " " "}$

$32 \times 3 = \$96 = \text{ " C " " " " "}$

Again, as $100:80::30:24$ = sum A must pay weekly the next two weeks; and as $100:80::37:29.60$ = sum C must pay weekly the next two weeks.

$24 \times 2 = \$48$ = sum A must pay for his next two weeks' pastur'g

$26.40 \times 2 = \$52.80$ = " B " " " "

$29.60 \times 2 = \$59.20$ = " C " " " "

Also, as $160:80::38:19$ = number of dollars A must pay weekly the last 2 weeks, and as $160:80::58:29$ = number of dollars B must pay weekly the last 2 weeks.

$19 \times 2 = \$38$ = sum A must pay for his last two weeks' pasturing;

$29 \times 2 = \$58$ = " B " " " " "

$32 \times 2 = \$64$ = " C " " " " "

Lastly, $60+48+38 = \$146$ = sum A must pay at the end of the 7 weeks; $84+52.80+58 = \$194.80$ = sum B must pay; and $96+59.20+64 = \$219.20$ = sum C must pay.

ARTEMAS MARTIN.

18. Let ABED represent the 10-acre field; ABCD the space to contain 1 acre. Put radius $OA=1$. Let x



= degrees in arc AB. Then $\frac{\pi x}{180}$ = length

of AB to $R=1$, π having its usual signification. The angle BAE is measured by one-half of EB, or $\frac{1}{2}(180-x)$ degrees. The arc BCD will therefore contain $(180-x)$ degrees.

Now the space under consideration is made up of the sector A-BCD in the smaller circle plus the two segments AB and AD in the larger circle. $AB = \sqrt{\sin^2 x + (1 - \cos x)^2} = \sqrt{2 - 2\cos x}$. $\therefore \pi(2 - 2\cos x) =$

area of small circle. Then $\frac{\pi(180-x)(1-\cos x)}{180} =$ area of sector

A-BCD. Area of sector O-BAD = $\frac{\pi x}{180}$. Area of triangle ABO +

triangle ADO = $2\left(\frac{R \cdot \sin x}{2}\right) = \sin x$. Then, area of two segments AB

and AD = $\frac{\pi x}{180} - \sin x$. The area of the figure bounded by the two

arcs BAD and BCD will be represented by $\frac{\pi(180-x)(1-\cos x)}{180} +$

$\frac{\pi x}{180} - \sin x$, which may be written $\pi\left(1 - \cos x + \frac{x \cdot \cos x}{180}\right) - \sin x$.

This expression should represent the area of one-tenth of the large

circle. We have, then, $\pi\left(1 - \cos x + \frac{x \cdot \cos x}{180}\right) - \sin x = \frac{\pi}{10}$. $\therefore x =$

$27^\circ 16' 38.6''$, and the resulting value of AB in the particular case under consideration is $10.640424975 +$ rods, the length of the rope required.

O. S. W.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, Ill., November, 1866.

STATE CERTIFICATES.

By Section 50 of the School Law, as amended Feb. 16, 1865, "The State Superintendent of Public Instruction is authorized to grant State Certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every county and school-district in the state. But State Certificates shall only be granted upon public competitive examination, of which due notice shall be given, in such branches, and upon such terms, and by such examiners, as the State Superintendent and the Principal of the Normal University may prescribe."

In conformity with the above provision of law, there will be a public examination, for State Certificates, at the Normal-University Building, near the City of Bloomington, commencing on Tuesday, December 19th, 1865, at 10 o'clock A.M., and continuing two days, or longer if necessary. The use of one or more rooms in the University Building has been kindly tendered for the purpose, by Mr. Edwards, the Principal of the University, who, with some of his associates of the Faculty of Instruction, and such other eminent practical educators as may be appointed, will conduct the examination.

The point chosen is as central and accessible as any in the state, and the time seems to be as appropriate as any other that could be selected, being at the close of the first term of the University, when the examinations of the Normal and Model classes will be in progress, and when the State Board of Education will be in semi-annual session.

All teachers proposing to attend the examination are requested to apprise me of the fact as soon as possible, as the proper arrangement of sections and other details of the examination can not be perfected without knowing, as nearly as practicable, how many expect to be present.

Applicants for the State Diploma will be required to comply with the following conditions:

1. To present satisfactory evidence of good moral character.
2. To have taught, with decided success, not less than three years, at least one of which shall have been in this state.
3. To pass a thorough and critical examination in Orthography, Penmanship, Reading, Mental and Written Arithmetic, English Gram-

mar, Modern Geography, History of the United States, Algebra, the Elements of Plane Geometry, and the Theory and Art of Education.

In addition to the foregoing subjects, a clear and scholarly mastery of which will be indispensable, applicants will also be expected to evince some knowledge of the Natural Sciences, especially of Botany, Physiology, Zoölogy, etc., as these are essential to success in the more recent and improved methods of primary instruction. Acquaintance with the School Laws of Illinois, or so much at least as relates to the legal rights and duties of teachers, will also be expected.

The examination will be conducted by both the written and oral methods. Written answers will be required to printed questions, a specified time being allowed to each subject; while the applicant's practical teaching power, knowledge of the theory and methods of instruction, etc., will be elicited by oral questions and answers, with demonstrations and illustrations upon the blackboard.

All regular graduates of our State Normal University, who have taught successfully for three years (one year in Illinois), will be entitled to the State Diploma without further examination; and the same privilege will be extended to such graduates of other Normal Schools (and to such only) as have passed through an equally extended course of study.

It is believed that the law, as it now stands, throws all necessary safeguards around the issue of State Scholarships, to prevent their unworthy bestowal, and to insure the utmost respect and confidence of teachers and of the educational public as to the manner in which they will hereafter be awarded. There can be no private examinations for State Certificates; much less can the distinction be conferred upon any one without any examination at all. Entire publicity must characterize the whole proceeding. The judgment and official and professional reputation of the heads of the Normal University and State School Department are pledged for the faithful and impartial execution of the important trusts committed to them by the Legislature in the 50th section of the Act. State Diplomas can be granted in no other manner than that therein prescribed, without a violation of the letter and spirit of the law. The Principal of the University and the undersigned have carefully considered the nature of the duties assigned them, and are in entire agreement as to the best means of securing the desired result. We regard the present law regulating the issue of State Scholarships as eminently judicious, and justly protective of the rights and interests of professional teachers, and it shall be our vigilant care that those interests do not suffer at our hands. We are determined that the Certificate shall *mean something*; that it shall be

a desirable badge of honorable distinction; that the holders of it shall constitute an elect circle of superior teachers, 'known and read of all men' as excelling both in character and attainments. We propose that those only shall be accounted worthy of the Diploma whose reputation and ability are such as to *confer honor upon it*.

In the light of these views, it is presumed that any teacher who reads this circular will be able to perceive whether or not *he* ought to apply for the Certificate. While all those who deservedly stand in the fore-front of the profession, in point of successful experience, scholarship, general culture, and high personal character, are cordially invited to attend the appointed examination, it is due to truth to say that it will be useless for any others to do so; and it is hoped that this point may be so clearly understood that all such as are manifestly *not* included in this invitation may spare themselves the needless expense and sure disappointment of a journey to Bloomington, and the Board of Examiners from the discharge of an unpleasant duty.

The accomplished and disciplined teacher, whose presence at the examination and whose influence in behalf of the movement are really solicited, will need no suggestion by which to determine his fitness to receive the proffered distinction. In the case of others a hint or two may be of use. Persons whose educational knowledge and teaching are limited by the routine of text-books, no matter how perfectly those books may be understood; persons who have not a fair amount of general intelligence and culture, and a good measure of that refinement, polish, and practical sense, which come of intercourse with well-informed and educated people, and with the living actualities of the world; persons who are not able to converse readily and sensibly upon the leading topics of public interest, as well as upon purely educational subjects; those who are destitute of that nameless but indispensable array of gifts and graces of mind and manners which infallibly stamp the possessor as a *gentleman*, in the best sense of that word, and challenge the spontaneous respect of discerning people; those who can only deal with objective facts and material things, but can not grapple with abstract ideas and principles; those, in a word, who are without intellectual discipline, and have not acquired the *great art and power of thinking*; — none of these are yet prepared for the proposed examination. They may *become* fitted for the proposed distinction, but they are not yet fitted for it. Nor is this discrimination to be construed as a disparagement of the many whom it will for the present exclude, but simply as a necessity of the case.

Perhaps as simple a test as any, by which a reader of this circular may decide whether he ought *now* to apply for a State Certificate, is by asking himself the question "Am I so thoroughly master of the

subjects enumerated, and of the science and art of education, that I can promptly, and in a clear and logical manner, *write out* my views upon any specific topic connected therewith, if requested to do so by the Board of Examiners?" Whoever feels constrained to answer that question in the *negative* should not now respond to this invitation, as he will pretty surely be subjected to some such test.

These extended remarks are submitted because it is equally desired to *secure* the attendance of all really superior teachers of established ability and reputation, on the one hand; and to *dissuade* those who have not yet attained the proper standing, on the other. And special arguments are needful in respect to both classes; for such is the inevitable contrast between the self-judgments of the truly wise and worthy and of the opposite, that very many of the *former* who really *ought* to attend, and who would *certainly succeed*, will shrink from the ordeal; while a still greater number of the *latter*, who *ought to shrink* from the effort, and who would *certainly fail*, will be inclined to make the venture.

I earnestly invite the presence of those able, successful and distinguished teachers of the state for whose benefit, and whose only, the State Certificate was by law established; and believing that the successful carrying-out of the design of the Legislature, in the true spirit of the act in its present amended and improved form, will do much for the best interests of public education in the state, I also respectfully request the friendly aid of the Press of the state, by giving publicity to this announcement, and by extending to the movement such countenance and encouragement as it may seem to deserve.

TO HOLDERS OF STATE CERTIFICATES.

The official list of those to whom State Certificates have thus far been awarded has, by some means, been mislaid or lost, and I am therefore obliged to ask that every holder of the diploma who may chance to see, or hear of, this notice will do me the favor to send me the *date* of his certificate, without delay, that I may recover the list, which I desire to keep complete upon the records of this office. I shall also be pleased to be informed of the present *address and occupation* of each State-Scholarship holder, and to receive their suggestions as to the merits of past and existing laws concerning State Certificates, and the best means of more fully realizing the worthy object contemplated by the legislature and long sought for by the leading teachers of the state. I shall feel particularly obliged for the friendly aid of any one who will assist me to recover the list of names of present holders, with the *dates* of their certificates.

TEACHERS AND SCHOOLS.

A careful record is kept in this office, in a well-bound book appropriately ruled and headed, of all applications of Teachers for Schools, and of School Officers and others for Teachers.

In the case of Teachers, the record embraces—The name and residence; age; where educated and to what extent; amount of experience in teaching, with the grade and character of the schools or institutions in which the teaching was done; references and testimonials; whether a graduate of a normal school or not; the kind of school and region of the state preferred; amount of salary required or expected, etc., with any special facts or suggestions which the applicant may see fit to communicate, and which are noted in a separate column under the head of 'Remarks'.

In the case of School Officers and others, the points noted are—The name and address of the applicant; the age, sex, qualifications, etc., required in the teacher sought; the grade and character of the school or institution; description of the school-building, furniture, and grounds; number of pupils; length of school-year, with duration of terms and vacations; the amount of salary that will be paid, and whether payments are made monthly or otherwise; date of opening school, etc., with any additional statements that may be made touching the peculiarities of the school, or of the community, etc., which, as in the former case, are entered under the head of 'Remarks'.

The object is to place the respective parties in communication with each other, and to furnish each with the means of forming a correct judgment in the case, so far as that is possible without a personal interview, or personal knowledge of each other. The plan has been adopted without premeditation, having gradually developed itself, so to speak, in the effort to dispose methodically and satisfactorily of the very numerous letters received from both classes of correspondents. It has been my good fortune, in this way, to bring about many mutually pleasant engagements in different parts of the state, and I shall be pleased to continue the record and do what I can to advance the interests of those who shall see fit to address me on the subject. I do not *solicit* such correspondence, for I have not a moment of time to spare; but all letters received shall be faithfully recorded and attended to.

The best time to secure desirable engagements is in the spring and early autumn: parties should therefore forward their applications as long beforehand as possible, if they desire to avail themselves of the aid of this office. Of course, I can not in any case *guaranty* an engagement, but I will in every case do the best I can; and, judging from the results of the past six months, those whose reputation and

credentials are of a *high order* may reasonably anticipate a favorable issue, if their applications are forwarded in season for spring or autumn engagements.

Great care should be taken by both parties to send a full statement of all the points mentioned, and any others that may be of importance; for prudent persons will enter into no engagements or obligations upon mere generalities, and the time lost while waiting for definite information may prevent the consummation of relations that might otherwise have been formed to the satisfaction of all concerned.

It is also essential to the completeness of my record, and to avoid delay and confusion, that all who may address me on the subject, whether teachers or school officers, should without fail, and promptly, advise me as soon as an engagement is made, or when, from any cause, they wish to withdraw their application; so that the fact may be noted on the record, and I may not inadvertently refer correspondents to parties who are no longer desirous to make engagements.

LAST BIENNIAL REPORT.

Numerous applications have been received at this office for copies of the last Biennial Report, and surprise has been expressed that the distributive number of copies due the respective counties have not been received by County Superintendents.

In explanation, I desire to say that the Reports of this office are, by law, distributed by the Secretary of State, at the same time and in the same manner as other public documents are distributed by him. I have no funds at my disposal for that purpose: if it had been otherwise, each county would have received its quota of the Report as soon as practicable after its publication. The Secretary of State is also restrained by law from distributing any particular public document in advance of others; he must distribute all at the same time. I am authorized to say that he will make the distribution, and send out the documents, at the earliest possible moment.

It is much to be regretted that a suitable appropriation is not made, biennially, for the prompt distribution of the Reports and other public documents pertaining to this department, and that the duty of making the distribution is not devolved by law upon the State Superintendent. The public interest in educational reports, and all similar documents, is freshest and greatest when they are first published; and for that reason they should be sent out with the least practicable delay. The policy of keeping a whole edition of a document in the basement of the State-House until its existence is almost forgotten by the public, or that portion of the public most concerned in seeing it, and all to save a few dollars for extra boxes and freight, is too unwise, it would seem, to be continued after public attention is properly directed to it; and I trust the needful remedy will be provided by the next legislature.

All applications for single copies of the last Report, or for a limited number of copies, will always be promptly attended to and the books forwarded at once, as has been done heretofore; but, under the circumstances just mentioned, the *full quota* of a county can not be sent by me unless the County Superintendent ordering them should assume the express or freight charges, in which case the whole number of copies due the county will be forwarded at once. I will only add, on this point, that it would be entirely warrantable for the expense attending the shipment of the Reports, when desired in advance of the general distribution by the Secretary of State, to be charged to the school-fund.

THE NEW SCHOOL-LAW.

In explanation of the limited number of copies of the new School-Law distributed to counties and individuals, I desire to state that, by mistake, no order was passed by the last legislature for the publication of the new law. During the session, I repeatedly inquired if the usual order had been made, and was answered in the affirmative, and so gave the subject no further consideration. After the adjournment, however, it was discovered that no such order was passed, and I found myself without the proper means or authority to print the law for distribution, while the numerous changes in the Act rendered it very important that school officers should have it without delay.

I finally determined, after consultation with the Secretary of State and others, to print a small edition upon my own responsibility, and trust to the necessity of the case for my justification with the next legislature. The number so printed was twenty thousand copies, which I immediately distributed, upon the basis of allowing one copy to each Board of Township Trustees and District Directors in the state; one copy to each Township Treasurer; and ten extra copies to each County Superintendent. The distribution was made early last May, the packages being sent to the respective County Superintendents, with request to redistribute as above; so that, if at least one copy of the law was not promptly placed in the hands of each Township and District Board, and of each Township Treasurer, the responsibility does not attach to this office.

It is true, the edition printed was not adequate to the wants of the state, as each school officer ought to have a copy; but it was as large as I deemed it prudent or warrantable for me to assume the responsibility of, under the circumstances.

I reserved from the general distribution a limited number of copies for current and special use, a considerable portion of which have already been disposed of. I have a small number of copies still on hand, which will be sent, from time to time, in proportional amounts, to such County Superintendents and others as may order them, or be entitled to receive them.

NEWTON BATEMAN,

Sup't of Public Instruction.

ILLINOIS STATE TEACHERS' ASSOCIATION.

TWELFTH ANNUAL MEETING.

The State Teachers' Association will hold its Twelfth Annual Meeting at Joliet, commencing at 10 o'clock on the morning of Tuesday, Dec. 26th, 1865.

PROGRAMME.

Tuesday, December 26th.

10 to 12—Organization; Address of the President, S. M. ETTER, of Kewanee; Appointment of Committees, etc.

Afternoon.—2 to 2½, Vocal Music—Prof. GEORGE F. ROOT, of Chicago. 2½ to 3½, Address—Prof. CLEVELAND, of Fulton. 3½ to 4½, Discussion: Should the textbooks in our common schools be prescribed by central authority? RICHARD EDWARDS, Normal; J. L. PICKARD, Chicago; W. M. BAKER, Springfield; and others. 4½ to 5, Drill Exercise in Vocal Culture—THOMAS METCALF, Normal.

Evening.—7 to 8, Vocal Music—Prof. ROOT; Essay—E. P. BURLINGHAM, Geneseo. 8 to 9, Address—J. L. PICKARD, Chicago.

Wednesday, December 27th.

9 to 9½, Devotional Exercises. 9½ to 10½, Address—ALBERT STETSON, Normal. 10½ to 10¾, Essay. 10¾ to 12, Discussion: Would it be advisable to establish a system of State Institutes by law? E. C. HEWETT, Normal; J. B. TURNER, Jacksonville; and others.

Afternoon.—2 to 2½, Vocal Music—Prof. ROOT. 2½ to 3, Address—Col. EDWARD DANIEL, Chicago. 3 to 4, Discussion: Is any real or practical benefit derived from the study of English Grammar as it is usually taught in our schools? E. A. GASTMAN, Decatur; S. H. WHITE, Chicago; and others. 4 to 4½, Essay: The General and the Special Scholar—W. L. PILLSBURY, Normal. 4½ to 5, Gymnastics.

Evening.—7 to 8, Music—Prof. ROOT. Essay—H. S. HYATT, Quincy.

Thursday, December 28th.

9 to 10, Opening Exercises. Address—Prof. YOUNG, Monmouth. 10 to 10½, Object Lesson. 10½ to 11, Essay—THOMAS M. CATLIN, Beardstown. 11 to 12, Discussion: Should Corporal Punishment ever be inflicted for the purpose of securing study? J. H. BLONGETT, Rockford; A. M. BROOKS, Springfield; D. N. OTIS, Lebanon; and others.

Afternoon.—2 to 3, Vocal Music—Prof. ROOT. Address—Prof. GRAY, Onarga. 3 to 3½, Election of Officers; Reports of Committees, etc. 3½ to 4, Essay—A. M. GOW, Rock Island. 4 to 5, Discussion: Do the Educational Interests of the Nation demand the establishment of a National Educational Bureau?

Evening.—Sociable.

The Committee have thought best, in preparing the Programme, to call for no assistance outside of the State. The meeting will be just what *we make it*.

Members of the Association who pay full fare over any of the following railroads in going to Joliet will be returned over the same roads for one-fifth the regular fare, viz: Chicago, Alton & St. Louis; Chicago & Rock Island; Chicago, Burlington & Quincy; and the Chicago & Northwestern, including the old Galena and Dixon Air-Line.

S. M. ETTER, President.

J. D. LOW,
J. F. EBERHART, } Committee
E. C. HEWETT, } on
Programme.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE ILLINOIS TEACHER,—ITS PAST, AND ITS FUTURE.—This number of the *Teacher* closes its eleventh volume, and the first of the present editor's connection therewith. And now that another year has come and gone,—that our work, for good or for evil, has been done, and its record irrevocably made,—it is well to pause and consider what may be justly said of the past, and safely promised for the future.

The good-natured and gentlemanly publisher has, with his usual liberality in judging of the work of others, expressed a desire that we should continue in charge of the *Teacher* for another year; and we, with our usual facility in saying 'yes', have consented to the arrangement. And this seems a reason why the result of our meditations, prospective and retrospective, should be given to our readers.

First, then, as to the past, we think we might make certain claims in respect to the management of the *Teacher* for the last year, to the effect that our intentions have been good. But good intentions will hardly satisfy those for whom we ought to write. They require good deeds,—good articles,—spicy, sensible, practical. They require the journal to reflect the highest educational sentiment of the time. They demand the cream of the educational news. All books of any note must be reviewed, that the character and course of our literature may be indicated. All improvements in educational methods must be set forth, that we may not fall behind the times. The condition of schools and other educational instrumentalities throughout the state should be constantly shown. And so we might go on, enumerating one after another of the purposes that an educational journal ought to answer, until the reflection induced would be, "Who is sufficient for these things?" Especially pertinent is this inquiry when put by a man who has of other work more than he can satisfactorily do. Surely, to accomplish all that is here indicated would require a large portion of the time of one man; and when the man who attempts it considers himself fully occupied beforehand, of course something must suffer. And so, we are free to confess that the *Teacher* has not, during the year just closing, come up to our standard. It has failed in many important particulars.

But the educational public have seemed to overlook its defects, and have often spoken kindly and generously of our efforts, feeble and fitful as they have been. We could quote largely from educational journals which contain flattering notices of the *Teacher*. So far as we may judge from these notices, it stands very high, among its compeers, and has been as deserving of support as any similar publication east or west.

And now, a word as to the future. We shall be better fitted for next year's work by the experience of this one. Some of the faults into which we have fallen can be avoided. Our means of procuring readable articles will be extended.

And we hope for more leisure, though in all probability that hope is any thing but very well grounded. At all events, we promise the readers of the *Teacher* that the best we can do shall be done,—the best, that is, that we can do under the circumstances. If the post we occupy as editor of this journal were a lucrative one; if its emoluments, in stead of being zero, were sufficient to make a reasonable remuneration for the time that *ought* to be spent upon its duties; or if we had been so situated that our labor was not necessary to the procuring of a livelihood,—if the golden ladle and not the wooden spoon had fallen to our lot; then we could promise more, and should take no little pride in exerting ourself to fulfill that promise.

And we ask to be indulged a moment, while we allude to two parties, whose ways of proceeding, in respect to the *Teacher*, have been quite the opposite one of another.

First, we wish to acknowledge the help rendered us by Messrs. Hewett and Pillsbury, of the Normal University, without whose aid the editorial work could not have been performed. To the former our readers are indebted for many a sensible and spicy article, and for many a fruitful practical suggestion. The latter has collated most of the educational intelligence, and written many of the book reviews, besides contributing longer articles. We believe that we have the promise of the coöperation of these two gentlemen for next year,—an announcement that we feel sure will be highly satisfactory to all concerned.

And we are grateful to all who have contributed to the pages of the *Teacher*. They have rendered assistance where it was greatly needed. They have enlarged the usefulness of the journal for which they wrote, by extending its field of thought, and bringing to its pages their experiences and judgments. Every new thought, fresh from the actual practice of the school-room, is valuable to every one of our fellows. Every man, therefore, who contributes such a thought is a benefactor to the profession. And he is no less a benefactor to himself.

The other class to whom we wish to refer are those who ought to have written for the *Teacher* and have not done it. We are not vindictive. We think we have as much kindly feeling for our brethren as other men have. We would do them no harm. On the contrary, we would lead them, if possible, from the error of their ways, and induce them to do better. And we stand ready, with open arms, to receive them into our most unequivocal favor whenever they bring forth fruit meet for repentance,—that is, send us good articles for insertion in the *Teacher*. But as we meditate upon their short-comings in the past, think of what they might have done and did not, consider the light which they kept in a bright blaze,—under a bushel,—we are *reminded* (only reminded, mind you) of a story told about a remark of Queen Elizabeth to the Countess of Nottingham, who had deceived her about the Earl of Essex.

Of the labors of Mr. White, our Mathematical Editor, we can not speak in terms too high, though praise of ours is little necessary to him. And we are happy to announce that his connection with the *Teacher* is to continue.

And now we appeal to the friends of education in Illinois to increase their efforts to sustain the *Teacher*, and to extend its circulation. In making this appeal we, in our own mind, divide the good people into two classes,—those who have been satisfied with our performances during the year, and those who have not. The former are bound, of course, to sustain what they already approve; the latter are equally bound to see that the journal is *made what it should be*, and then to sustain it. In either case they are bound to do all they can in its behalf.

JAMES S. EATON.—The impression made upon my mind some nine years since, when I entered Phillips Academy, a new boy from the country, by the genuine interest taken in the welfare of each student, and the kind bearing toward all shown by Mr. Eaton, is still fresh. I state simply what thousands who have been members of this school while he was a teacher there would approve, when I say that no right-minded student ever left the school without carrying away a hearty respect, and, if he had been at all intimate with him, a warm affection, for Mr. Eaton.

He is best known to many of our teachers in the West as the author of *Eaton's Arithmetics*, which, if we may judge from the favor with which they are received, are a valuable addition to our text-books for schools.

We take the following from the *Massachusetts Teacher* for October:

"James S. Eaton, Principal of the English Department of Phillips Academy, Andover, died October 10th. Mr. Eaton was a graduate of the Teachers' Seminary once established at Andover, and afterward changed to the English Department of the Academy. He first taught on Cape Cod, and in Colchester Academy, Connecticut, and for the last eighteen years in Phillips Academy, at Andover; every where showing the same industry, perseverance, and fidelity. His zealous labors as an author never led to the omission of one hour of duty as an instructor. He was a teacher of rare excellence and great thoroughness. Modest and retiring, none but his pupils and intimate friends could know his worth. Calm, dispassionate, self-poised, uniting rigid self-command with great firmness of purpose and decision of character, he could censure the delinquent with a smiling face, and always in his usual tones and without any elevation of voice. His mildness and the absence of every sign of irritation gave keenness and edge to his reproof. He was a model disciplinarian, and gained the highest success, both in instruction and government.

"He had been urged by prominent friends of the freedmen to prepare a brief arithmetic specially adapted to their wants. To his zeal in this benevolent undertaking he sacrificed his life. The great work of educating the emancipated millions at the South enlisted his sympathies and too severely taxed his powers during his last summer vacation."

L.

MASSACHUSETTS.—The resident editor begins this month in the following highly-excited strain: "*Massachusetts Teachers' Association. Twenty-five hundred Massachusetts Teachers in convention assembled! The largest gathering of educators ever seen in America! The old Bay State thoroughly waked up!* If the readers of the *Teacher* are surprised by the unwonted style of our exordium, we beg leave to say, with all humility, that the jubilant feelings excited in our minds by the mustering of about three regiments of dignified school-masters, and handsome as well as dignified school-mistresses, have for the moment disturbed the usual sobriety of our style. Indeed, we feel half inclined to throw aside our accustomed propriety, and give utterance to our sentiments in such exclamations as were ejaculated on every side during the progress of the vast meeting,—'Immense gathering!' 'Splendid meeting!' 'Graud success!' 'Never any thing like it!'"

The plain facts in the case are that the teachers of Massachusetts have had a meeting of unprecedented size in Boston, and that some of the ardent spirit (of course we don't mean Medford rum) of the meeting has got into the brain of the

editor. Twenty-five hundred! Just think of that, teachers of Illinois, and remember our meeting at Joliet this month.

STATE CERTIFICATES.—We heartily commend to our readers the circular of the Hon. Superintendent of Instruction, on page 382 of this number of the *Teacher*. The case is so fully and so well stated in it that we deem it unnecessary to add any words of our own. We could but reëcho, in feebler terms, the views there set forth.

DR. JOSEPH E. WORCESTER.—Joseph E. Worcester, LL.D., the distinguished lexicographer, died on Friday at his residence in Cambridge, at the advanced age of eighty-one years. Dr. Worcester was born in Bedford, New Hampshire, August 24th, 1784. He graduated at Yale College in 1811, and was for some time a teacher in Salem, but in 1819 removed to Cambridge. He began as early as 1817 the issue of his long series of manuals and text-books in geography and history, and in 1827 made his first essay in lexicography, in a revised edition of Johnson. His labors in this department of learning were unremitting, and resulted in a series of important publications, concluding with the great quarto, which in 1860 may be said to have finished the work of his life, and established his name in the first rank of the lexicographers of our language.

Dr. Worcester's career was distinguished by a conscientious fidelity to the task which he had undertaken. He aimed to preserve the purity of our tongue, and to establish a standard which should have the sanction both of classical usage and cultivated taste. His success in this effort was such as to crown him with literary honors which few can hope to gain in the laborious and dry field of study which he selected for himself. Degrees from Yale, Harvard and Dartmouth Colleges, and election as member of several learned societies, here and in England, testified the respect in which his industry and his attainments were held.

Boston Advertiser, Nov. 2.

LOCAL INTELLIGENCE.

CHICAGO.—The exercises of the November Institute were of more than usual interest. Mr. Faulhaber, teacher of the Modern Languages in the High School, read a paper on the Teutonic Language. After speaking of the history of the language, and the distinction between the High German and Low German, the writer traced the Anglo-Saxon element of our own tongue. About nine-tenths of the words of the English language are derived more or less directly from the Anglo-Saxon, and an equal amount from the Greco-Latin. The paper was very instructive, and abounded in beautiful illustrations and apt comparisons. It would do credit to the pages of any of our best periodicals. An essay was also read by Miss S. A. Brooks, of the Haven School, on 'The Actual and the Ideal'. The tendency to the unvarying routine of purely intellectual studies for children was deprecated, and a forcible plea was made for a cultivation of the child's imagination. 'How teachers should spend their time at recess' was made a subject for discussion by Messrs. Slocum, of the Moseley, and Baker, of the Kinzie.

Miss N. Ella Flagg, Head Assistant of the Brown School, has been elected to the charge of the Model Department of the Normal, and takes charge of its organization December 1st. Meanwhile she is visiting the Oswego Schools, with a view to becoming more thoroughly informed on the system of Object Teaching practiced there.

Friend Sabin, of the Newberry, has had his musical heart—and it is a large one—made glad by the gift to his school of a splendid piano. In this connection it gives us pleasure to notice the interest manifested by one or two individuals. Dr. Foster and Mr. Blackman, both members of the Board of Education, contributed each \$50, and to the latter-named gentleman is due the credit of raising almost the entire remaining sum necessary for the purchase of the instrument. Such liberality and such interest are worthy of all praise.

In this connection our pen takes especial pleasure in noticing the fact of a donation of \$200 to the Brown School, by Hon. Wm. Brown, from whom the school was named. We know of several hundred little faces that shone brighter, and as many pairs of eyes that sparkled livelier, at the reception of such a gift. A few older ones may be numbered in the same list. In our own good fortune, we wish that all our brethren were equally favored. w.

SPRINGFIELD TEACHERS' INSTITUTE met at the High-School building, Saturday, Nov. 11, at 9 A.M. Order of exercises as follows: Roll-call; reading of Scriptures and Prayer, by Mr. Baker; Remarks by Supt. A. M. Brooks, on Practical Work in the School-room; Essay by Miss M. W. Lloyd, on 'Free Schools',—a carefully written, instructive and suggestive production, and so finely read that it was a pleasure to listen to it. Recess. Drill exercise. Recitation in Geology, conducted by Supt. Brooks. Discussion: 'The Art of Conversation', in which Rev. Mr. Miller, Mr. Baker, Principal of the High School, and others, took part. Report of critics.

Institute adjourned at 12 o'clock, to meet the second Saturday in December, the 9th.

PROGRESS IN SPRINGFIELD.—The citizens of this place will expend during the present year about \$100,000 in school improvements. Three of the school-houses are models,—the High-School building being one of the best in the West. It is to be furnished with single desks, and no pains will be spared to place every thing desirable in and around the building. Very few of the female teachers receive less than \$500 per annum. The people by their acts show a determination to foster their educational interests. x.

STEPHENSON COUNTY INSTITUTE.—A successful Teachers' Institute was recently held at Freeport. It was conducted by D. Parsons, Esq., Principal of the High School. Home talent was exclusively employed, and we doubt not it was found abundant, in quantity and quality. It would be well for other counties to imitate Stephenson in this respect. Let every teacher be ready and willing to do all that in him lies to make an institute interesting, and there are few counties in Illinois in which a profitable session could not be held.

NOTICES OF BOOKS, ETC.

A WRITTEN ARITHMETIC FOR COMMON AND HIGHER SCHOOLS; to which is adapted a complete System of Reviews in the form of Dictation Exercises. By G. A. Walton. Boston: Brewer & Tileston, 1865.

Here is another added to the already large number of Arithmetical Series; but we think there are several respects in which this is preferable to most of them. First, the series will not be an extensive one: a great fault of school-books now-a-days is that they embrace too many numbers in a series. This plan of amplifying may be more efficient in filling publishers' pockets than children's minds. But it is well to remember that plethora in publishers' pockets may cause unnecessary depletion in the pockets of parents. We understand that, in this case, the moderate-sized book before us, with a small book for beginners, will constitute the entire series.

This is an eminently *practical* book,—its processes, in the main, are excellent, and its statements philosophical,—and the numerous examples, taken in connection with the author's Computation Cards and his series of Dictation Exercises, can not fail to make a ready reckoner of every pupil who does faithfully the work set before him. If we were going to write an Arithmetic, we might be disposed to give more of the philosophy of the science; but what the author has given is generally sound, and his processes usually rest on sound philosophy which he has some times omitted to give.

In short, we like the book, and chiefly because *it tells very few lies*. However, we observe a few things with which we are disposed to find fault, and among them are the following. We do not think his explanation of Long Division is the *best*; and we are surprised to observe that he gives the old, and false, definitions for Simple and Compound Numbers, and that he puts Federal Money by itself as involving the latter! He also gives the old method of finding the Least Common Multiple,—a method in whose favor *nothing* can be said, and we consider its insertion a defect in any book; and nearly the same thing may be said about his first method in Interest.

But the excellences far outweigh the defects, and among them are the following. What he says upon Notation and Numeration is good; and he is philosophical in introducing and using the decimal point at the very first; his explanation of Subtraction is the best one; he introduces, and well explains, 'Analysis', or the solution of questions by the Compound Fraction,—a method always practical when no operations but Multiplication and Division are involved; he treats largely and well of Factoring and the Divisibility of Numbers; he explains Reduction better than almost any other author we know, and the same may be said of operations on Decimal Fractions; his method of finding the difference of time between two dates is excellent, and his general treatment of Interest and Percentage is hardly surpassed; and, we think, the subject of Evolution is treated with a clearness and truthfulness not often found in treating of that subject. The Examples are well chosen, and convey much information in themselves at the same time that they furnish arithmetical practice. Very many of them are Miscellaneous Examples,—a far more useful class than those arranged under Rules. Another good feature is, that many of them are without answers,—we wish there were more of this kind. It is true, the answers are all to be found in a Key for teachers only. Who ever knew a Key to be *used* by teachers only. This Key, however, not only contains answers, but gives very copious Dictation Exercises, which we regard as one of the best features of the book.

We are also glad to see the old Rule called Practice introduced and largely dwelt upon; and the article on Mensuration contains many rules which doubtless will be of much service to those who never pursue the study of Mathematics beyond this book, although we would omit all such rules in the case of pupils who will study Geometry.

SHERWOOD'S SERIES OF OUTLINE MAPS, WITH A COMPLETE KEY. Edited by Alexander M. Gow. Chicago: G. & C. W. Sherwood. 1885.

Here we have a Series of Outline Maps that are pleasant to the eye, portable in form, and of moderate expense. They show the latest political changes with a good degree of accuracy, though we believe the coloring of Savoy and Nice is wrong. An excellent feature of the Map of the United States is the designation of the late battle-fields and the chief railroad routes. So far as we have examined the former, they are all correct; but there are a few mistakes in the railroad routes. The Southern Railroad of Michigan does not touch Michigan City; and the great route from Kentucky southwest to Memphis and Nashville leaves Louisville, and not Frankfort; and the main line of the Grand Trunk Railway does not pass from Sarnia to Hamilton, nor from Richmond to Boston through Vermont!

One great excellence of these maps is that the author does not attempt the location of too many things, and insists upon the learning of all that are given. This feature can not be too much commended, although we might, in some cases, question the wisdom of the choice,—for instance, if we were to name but one mountain in Massachusetts, it certainly would not be Mt. Tom.

The complete Key is an excellent little book, especially for its instruction in the correct pronunciation of geographical names. We have examined these pronunciations with care, and find them correct, with but a few exceptions. We can find no authority for Japawn', Spitzbar'jen, Be-loo-kis-tân' or A'zov, and, in some cases where the authorities allow a choice, we should not have chosen the one we find here. In a few instances the author has given a pronunciation which is neither foreign nor English, as Ree'o Grand, Berlin', etc. We think there is a fault in spelling a few names. We know of no authority for Metamoras, and we should much prefer to find no e in the word Gibraltar. Neither do we believe that the people of Bloomington and Cairo, Illinois, will ever say Blumeington and K'i'ro.

But, although we have freely pointed out the principal errors, as we conceive, we have no hesitation in saying that we believe the introduction and faithful use of these Maps and Keys in our Common Schools will do much to promote an exact and full knowledge of Geography among our pupils.

WARREN'S GEOGRAPHICAL CHARTS. Seven Tablets, accompanied by a Hand-book for teachers. J. B. Cowperthwait, Philadelphia.

Each of these Seven Tablets has a chart on each side, making, of course, fourteen in all. The first has the Hemispheres on one side, and a Physical Map on the other. Each of the next five has, on one side an Outline Map of one of the great continents, constructed on a new plan by triangulation, and on the other a chart of the same continent, showing by an arrangement of colors its physical features. The Seventh Tablet contains, on one side a Chart of the World, showing its ocean currents and the distribution of vegetables, and on the other a Chart of the World showing the isothermal lines and the distribution of animals.

The Physical Maps are constructed on the plan of Prof. Guyot's; and, we believe, this is the first attempt in this country, aside from that of Prof. Guyot, to construct school charts in this way. So far as we have examined, the Physical features seem to be shown with tolerable correctness. And we consider such maps of the highest value, for it is certain that any person who has not a tolerable knowledge of the relief forms of each continent is not only not a good geographer, but he has not the necessary foundation for becoming one. These maps answer every purpose of Outline Maps; for, like Prof. Guyot's, the names are printed in so light a type that they can be read only at a short distance. Their presence obviates the necessity of a Key.

We think it likely, however, that too much has been attempted on these maps, and suspect they might meet with greater success if they were simpler. We know that the preparation and study of such maps is a step in the right direction, and have no doubt that the time will soon come when something of the kind will be regarded as a necessity in every school; but we fear that nearly a whole generation of teachers must first be taught how to use them.

The Hand-book, containing 127 pages, is full of instructive matter for any teacher of Geography. The methods of study which it inculcates, and helps to follow, are certainly correct in all their main features. Special attention is given to map-drawing, chiefly by the author's new plan of triangulation. We have no doubt that it is a valuable exercise to learn the shape of the continents by associating them with geometric figures; but we doubt if this method should supersede the plan of drawing by the use of parallels and meridians, and points committed to memory. The knowledge of the Latitude and Longitude of such points is in itself one of the most important branches of geographical knowledge, aside from its use in map-drawing. We commend the suggestions in regard to rapid sketching, and to drawing from memory in stead of mere copying. The table showing the length of a degree of longitude at the several latitudes is very valuable.

We like the plan of study, taking middle ground between the strict analytic and the strict synthetic, for reasons which the author well states. The book contains useful suggestions in respect to the animals and vegetables, the currents, etc. The hights of mountains and plains, etc., are quite fully given; but in some cases they are not justified by any authority that we have at hand. We thought it was settled that the highest mountain in South America is not Sorata.

In the Appendix, much is said about the pronunciation of names,—most of which is very good, although we take decided exceptions to a part. We do not think that "Either all geographical names should be Anglicized, or each should receive its native pronunciation". We think we have given the true rule on this point in our article on 'Pronunciation', in this number of the *Teacher*. To our mind, it is simply absurd to teach our youth to say *Mishegang'*, *Nu-Or-lay-ong'*, *Sent-Loo-ee'*, etc. What does the author mean by saying that "The sounds of a in father, and of o in go, have no corresponding short sounds in English"? If the true vowel sound in last, half, and the last vowel in Algebra, America, etc., is not the short Italian a, pray, what is it? And the short sound corresponding to o may be heard in New England, at least, whenever an untrained person attempts to say coat, boat, etc.

This book and these charts, together with Warren's School Geographies and Physical Geography, published also by Cowperthwait, make a quite complete system of School Geographies; and we incline to think the best system now before the public.

NATURAL HISTORY: A Manual of Zoölogy, for Schools, Colleges, and the general reader. By Sanborn Tenney, A.M., author of *Geology*, etc., and Prof. of Natural History in Vassar Female College. New York: Charles Scribner & Co. Chicago: Schermerhorn, Bancroft & Co. 12mo. Pp. 535.

The study of Zoölogy has not hitherto received the attention which its importance demands, from the want of a systematic and accurate treatise on the subject. The principal excellences of the work before us are its naturalness of method, its simplicity, and the systematic arrangement and treatment of its topics. The author has succeeded admirably in presenting the natural divisions of the Animal Kingdom, and the various subdivisions of each with their relation to each other. By observing the definitions given and distinctions drawn, the careful student will, with comparative ease, be able to properly classify most of the individuals of the animal kingdom.

While the book contains the scientific terms necessary to the treatment of its subject, it is not liable to the objection urged on this account by many who are not familiar with the classics. Such terms are not really necessary to the comprehension of the language of the writer, the equivalent popular terms being used in connection with them.

The work is intended to give an idea of the animal kingdom as represented in North America; and in its preparation free use has been made of the investigations and conclusions of men most renowned in their respective departments of the science. The illustrations are clearly and correctly given, and the imprint of the University Press, Cambridge, is a sufficient warrant of its typography. We heartily commend the work to all students of Natural History.

W.

CLASSICAL AND SCIENTIFIC STUDIES, AND THE GREAT SCHOOLS OF ENGLAND.

This is a pamphlet of 117 pages, and consists of a lecture read before the Massachusetts Institute of Technology, with additions and an appendix. Its author is Mr. W. P. Atkinson, teacher of a private school in Cambridge.

We are thankful to Mr. A. for this pamphlet. English schools and English scholars have been so much revered in this country,—they have been so looked up to, as something unattainable this side of the Atlantic,—young men, with plenty of money, who have spent three or four years of their precious time in drinking wine and aping high-toryism at an English University, have on their return to this country taken on such wonderfully wise airs,—that it was surely time to do something. And we rather think something is done in this pamphlet. Mr. Atkinson's pen has a point of its own, and if it has not pricked the balloon of English scholarship, which was always floating in exalted and unattainable grandeur before the imaginations of our people, then appearances are very deceptive.

The perusal of this pamphlet will readily suggest the explanation of some traits of English character, as well as certain peculiarities in the conduct of John Bull in the matter of blockade-running and the Chinese opium trade. To Americans, it is a good 'eye-opener'. Its assertions and inferences are abundantly sustained by documentary evidence from English sources. Most of it is in the form of Parliamentary Reports. It is published by Sever & Francis, Cambridge, Mass.

HISTORY OF THE UNITED STATES. Revised edition. By A. B. Berard. Philadelphia: H. Cowperthwait & Co. Frank Peavy, General Western Agent, Chicago.

To present the facts of History so as to rob them of their dryness, and at the same time be brief and comprehensive, is a difficult problem. These features are secured by the author of this little volume with marked success. No where have we seen the important facts of the history of our country presented in so small a compass and in so pleasing a style.

By a recent revision, the book embraces an account of the War of the Rebellion, closing with the capture of Jeff. Davis. w.

BABBITTONIAN PENMANSHIP. By Prof. E. D. Babbitt, Principal of Miami Commercial College, Dayton, Ohio.

For variety of style and freedom of movement, this system is admirable. Many of the suggestions given on the copies are very valuable. w.

THE NORTHWEST is an excellent newspaper, published every Thursday at Freeport, Illinois, by Wright & Co., and edited by W. H. V. Raymond, Esq., late Principal of the High School in that city. The paper appears too good,—too well edited, and too well printed,—to succeed financially any where in Illinois, out of Chicago. But if it does pay in Freeport, we have only to say *bravo!* for that enterprising town. We heartily wish the paper abundant success.

NORTH-AMERICAN REVIEW, No. CCIX. October, 1865. Boston: Ticknor & Fields.

The Table of Contents is as follows: I. The Political Opinions of Jefferson. II. Faith and Science. III. John C. Calhoun. IV. Is the Study of Language a Physical Science. V. Bellegerent War Vessels in Neutral Ports. VI. English University Education. VII. Education of the Freedmen. VIII. American Political Ideas. IX. Critical Notices.

SPECIAL NOTICE.--CUTTER'S ANATOMICAL CHARTS.

AS MESSRS. ANDREWS & BIGELOW, 68 Washington St., Chicago, have become sole Publishers of Cutter's School Anatomical Charts, I shall supply none after this date.

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Warren, Mass., Nov. 24th, 1865.

N.B.—Messrs. Andrews & Bigelow will supply my books on Anatomy, Physiology, and Hygiene, for introduction, at reduced rates.

VOLUME XI.—1865.

THE

ILLINOIS TEACHER:

DEVOTED TO

Education, Science, and Free Schools.

RICHARD EDWARDS,

EDITOR.

S. H. WHITE,

MATHEMATICAL AND ASSOCIATE EDITOR.

PEORIA, ILLINOIS:

PRINTED AND PUBLISHED BY N. C. NASON, 32 FULTON STREET.

1865.

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THE ILLINOIS TEACHER---VOLUME XII.

PROSPECTUS FOR 1866.

THIS JOURNAL has now just completed its eleventh year. Since its establishment what mutations have taken place! Think what improvements have been made in this state within that time! Our School Law has been made and amended. The State Teachers' Association measures its life within that period. The Normal University has been established, and the building erected. A vast increase has taken place in our population; and the State has made rapid strides toward the first position among her sisters.

But more than all, the terrible Rebellion has swept over the land. Industrial energies have been turned into the channels of war. Long-established interests have been abandoned. Enterprises that had been supposed permanent have been given up. And no where has this change been more perceptible than in our profession. Many eminent teachers have gone forth to the defense of their country. Our ranks have been more than decimated. It can not be denied that, for a time, educational interests languished on account of the draft made by the war upon the country's resources—physical, intellectual, and moral.

And during the pressure, how many journals, educational and otherwise, have succumbed to the storm, and are known no more! But the ILLINOIS TEACHER enjoys the honor of being among those that have weathered it. Its numbers are complete for the weary and terrible months of the war.

And now that the conflict is over,—that the smoke has cleared away so that we may see the true position of things,—the real importance of education as a political conservative force, and the real sentiment of the people in regard to it,—we feel greatly cheered by the prospect. Never was there a time when the earnest teacher found so much to do as he finds to-day. Every instrumentality that can be made effective in promoting general intelligence, and especially the culture of the young, must be reënimated. The field of the battle has changed with the return of our boys from the Southern plains and Southern prisons. But the fight still goes on, and the belligerents are the same as ever: on one side, Ignorance and Tyranny, and on the other, Intelligence and Freedom.

In this war the ILLINOIS TEACHER proposes to enlist. And it means to go in to hurt,—to deal blows, as vigorous and as telling as its ability will permit, against the unholy forces that would shut up the sunlight of culture, or manacle the limbs of human freedom. What it can it means to do, and it invokes the aid of all good men.

The TEACHER will contain original papers upon important questions in all departments of education.

It will contain extracts from the best of its exchanges upon similar subjects.

It will present a brief and comprehensive account of such Teachers' Institutes, and educational meetings of all kinds, as are reported to it. But the friends of such meetings must see to it that the accounts of them are forwarded, as we employ no reporters, except on extraordinary occasions.

Each number will present such a synopsis of the educational news as appears likely to interest our readers, especially the news relating to affairs in our own state.

There will also be reviews of such books of value as happen to fall under the eye of the editor; and such reviews will be strictly impartial, and in accordance with the best judgment of the writers. The TEACHER belongs to no party, or sect, or clique, or publishing interest. Its aim will be to give expression to the truth, and to that only.

The ILLINOIS TEACHER is the official organ of the State Department of Public Instruc-

tion. Each number during the year will contain valuable papers from the State Superintendent, giving information indispensable to every teacher and school officer in the state who aims to keep himself thoroughly posted in the interpretation and application of the provisions of the School Law.

Its circulation ought to be largely increased. The interests of education in the state demand such an increase. We need in this state a union of purposes and plans, that can be greatly promoted by a successful, well-sustained and well-filled educational journal. Such a journal ought to represent the school interest in all parts of the state. May we not, then, call upon all good friends of the cause to *get new subscribers for the TEACHER, and send in matter for its pages, including the educational news of their neighborhoods?*

The publisher is gratified at being able to announce that the editorial management of the TEACHER for 1866 will be in the hands of the same gentlemen who have conducted the journal with such distinguished ability during the past year—Mr. EDWARDS, of the State Normal University, as Editor-in-Chief; Mr. S. H. WHITE, of Chicago, as Associate and Mathematical Editor.

The TEACHER will be issued monthly, as heretofore, each number containing not less than thirty-two octavo pages, exclusive of advertisements. Single subscriptions \$1.50 a year. Any person sending us the names of not less than five subscribers may remit for the same at the rate of \$1.25 each. We will send the TEACHER and the ATLANTIC MONTHLY one year for \$4.50, the TEACHER and OUR YOUNG FOLKS for \$3.00, or the three for \$6.00. We have no clubbing arrangements with any other magazines. Payments for subscriptions must in all cases be made in advance. Post-Office orders or bank drafts are safer in the mail than money, and should be sent in preference where the amount is considerable and they can conveniently be obtained. Mutilated currency will only be received at its actual value.

School Directors have authority, under the School Law, to appropriate money from the funds of the district to pay for a copy of the TEACHER for their official use. As it contains all the circulars and official decisions of the State Superintendent, no Board of Directors can afford to be without it.

Articles for publication in the TEACHER, Books for notice, and all correspondence relating to the editorial management (except of the Mathematical Department), should be addressed to the *Editor*, "RICHARD EDWARDS, NORMAL, ILLINOIS."

Communications relating to the Mathematical Department should be addressed to the *Mathematical Editor*, "S. H. WHITE, 595 West-Washington St., CHICAGO, ILLINOIS."

All other Correspondence, including whatever relates in any way to Subscriptions or Advertising, should be addressed to the *Publisher*.

Attention to these instructions will prevent delay and other inconvenience.

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The annexed table shows the rates of advertising in the TEACHER. Bills will be made out against yearly advertisers, and payment expected, twice a year—in the months of June and December. Advertisements inserted for parties who do not advertise with us regularly must be paid for on the expiration of the time for which they are ordered, or in advance of insertion if we require it. Advertisers should in all cases state how many insertions are desired and how much space they wish to occupy; otherwise, their advertisements will be displayed according to the taste and judgment of the printer, continued till forbid, and bills be rendered accordingly. No advertisement will be counted less than one-fourth of a page. All material alterations of standing advertisements will be charged for at the rate of \$3 per page.

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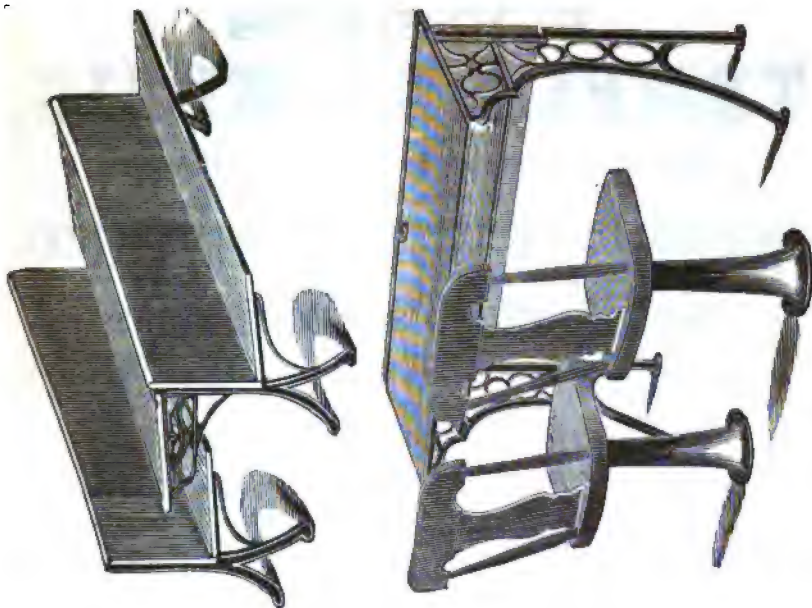
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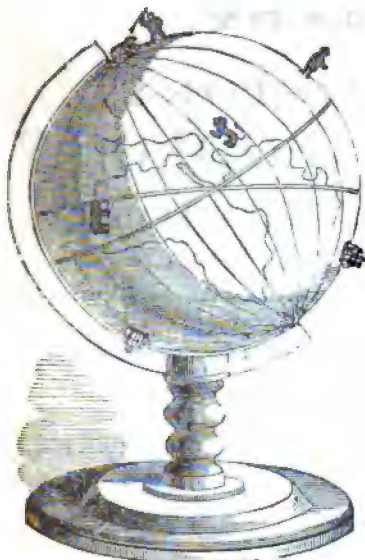
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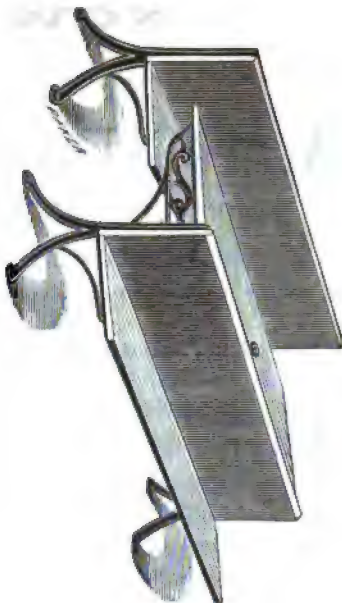
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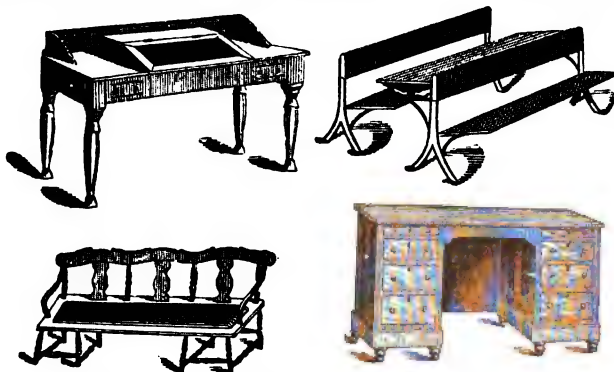
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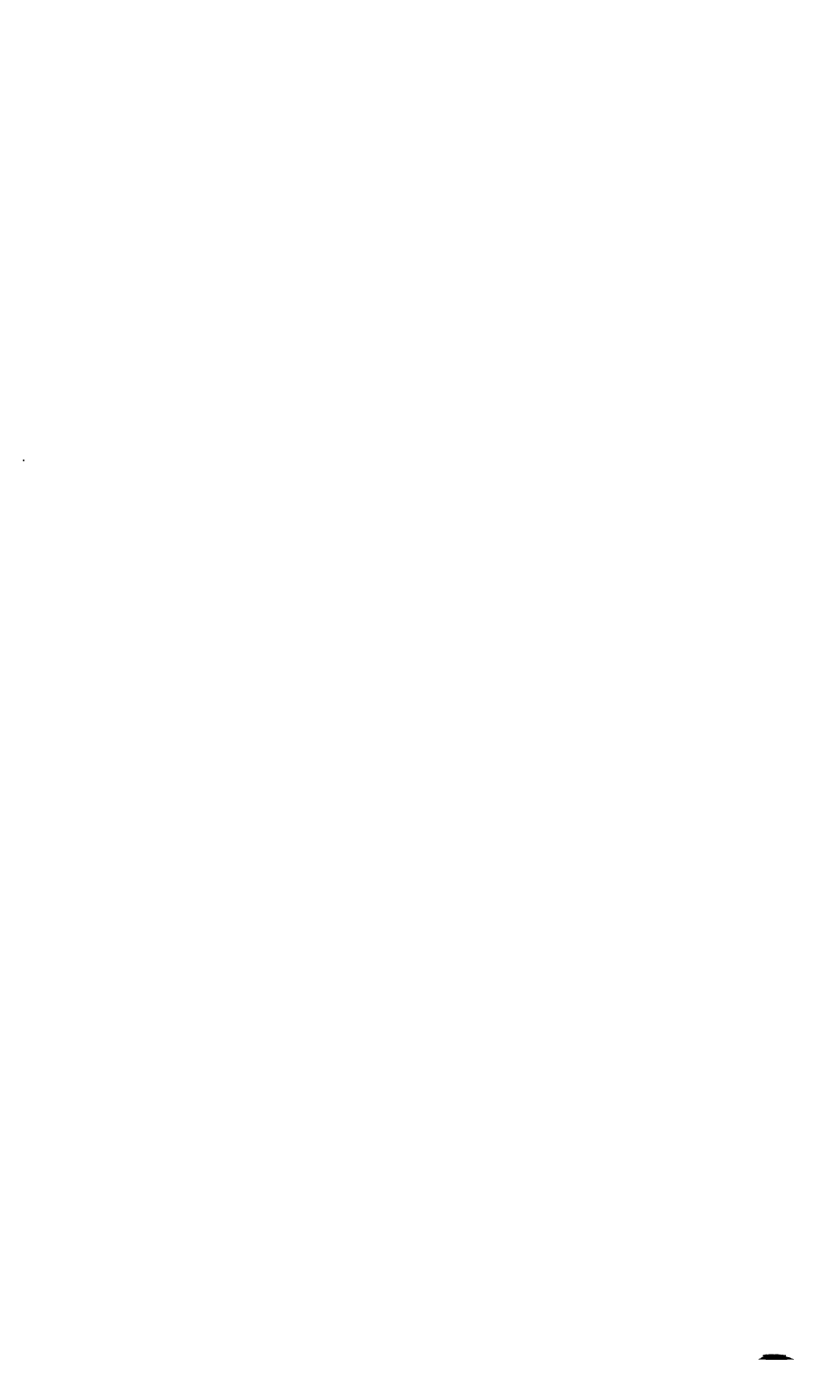
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